

# The CATHOLIC SCHOOL JOURNAL

MARCH, 1940

HOME OFFICE  
540 N. MILWAUKEE ST.  
MILWAUKEE, WIS.

CENTRAL OFFICE  
66 E. SOUTH WATER ST.  
CHICAGO, ILL.

PUBLISHED MONTHLY EXCEPT IN JULY AND AUGUST BY  
THE BRUCE PUBLISHING COMPANY

540 NORTH MILWAUKEE STREET  
MILWAUKEE, WISCONSIN

EASTERN OFFICE  
330 WEST 42nd STREET  
NEW YORK, N. Y.

PACIFIC OFFICE  
580 MARKET ST.  
SAN FRANCISCO, CALIF.

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## Annual Book Number

### ARTICLES ON BOOKS:

This is the sixth annual Schoolbook and Library number of THE CATHOLIC SCHOOL JOURNAL. All the leading articles in this issue pertain to books and libraries. They will interest teachers in all grades of elementary and high school. We sincerely hope that they will bring to you suggestions which you can use in your teaching of literature and in guidance of your pupil's reading.

### LIST OF BOOKS:

An important purpose of the annual Schoolbook and Library number is to help you to choose new textbooks and library books for the coming school year. For this purpose, we invited publishers to submit their lists of new books from which, with the aid of other sources of information, we have compiled the Classified List of Recent Books for Classroom and Library. (See page 92.)

### THE ADVERTISEMENTS:

In the large number of advertisements the publishers of books and the manufacturers of school supplies and equipment tell you their own story of their efforts to supply the needs of your schools. Read their stories and write to them for their catalogs or other helps. Following page 40A you will find some postal cards to help you obtain the information you need.

### PRACTICAL AIDS:

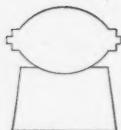
With all the space given to books, we have not forgotten to supply some Practical Aids for March. We are very glad to be able to give you a play for St. Patrick's day, the regular lessons in drawing, Sister Ansilion's article on teaching art, and various other helps.

### N.C.E.A. CONVENTION:

Don't forget the 37th Annual Convention of the National Catholic Educational Association to be held at Kansas City, Mo., March 27-29. Turn to page 104 for detailed announcement; and read the article beginning on page 14A regarding the Catholic Schools in Kansas City.

*Articles Indexed:* Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*; in *The Education Index*; and in the Catholic magazine index of *The Catholic Bookman*.—Entered April 20, 1901, as Second Class Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1940, by The Bruce Publishing Company, Member, Audit Bureau of Circulation.—*Subscription Information:* Subscription price, \$2.00 per year, payable in advance. Canadian postage, 25 cents; foreign countries, 50 cents. Copies not over three months old, 30 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee, at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—*Editorial Contributions:* The Editors invite contributions on Education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.—*Foreign Subscription Representatives:*—For England: Geo. E. J. Coldwell, Ltd., 17 Red Lion Passage, Holborn, London, W. C. 1, England.—For Ireland: Browne & Nolan, Ltd., 42 Nassau St., Dublin, Ireland.—For New Zealand: Catholic Supplies, Ltd., 63-68 Dixon St., Wellington, New Zealand.—For India: B. X. Furtado & Sons, Kalbadevi Road, Bombay, India.—For Australia: Pellegrini & Co., 543 George St., Sydney, Australia.—*Representatives for Philippine Islands:* Catholic Trade School, 1916 Oroquieta, Manila, P. I.

# Eyes, Fatigue, and Pupil Failure



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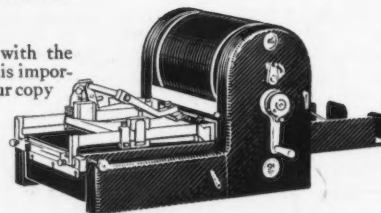
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# The CATHOLIC SCHOOL JOURNAL

Vol. 40

MARCH, 1940

No. 3

## Textbooks for Catholic Schools Prior to 1840\*

Francis J. Donohue, M.A.

WITH the extension of Catholic education, and of education in general, after the close of the American Revolution, the question of providing textbooks for the Catholic schools assumed an increasing importance. Books were published, to satisfy definite local needs, for the parochial school at Philadelphia, for the Sulpician institutions at Baltimore, and for the parochial system of schools established in and around Detroit by Father Gabriel Richard. Catechisms and other religious works in great variety were printed by private initiative, in German and in French as well as in English. For many years these were the books employed for instruction in reading in the parochial schools. In isolated cases, excellent texts in science and in mathematics were published by Catholic educators, but it is doubtful that any of these ever came into general use. No effective steps toward suitable textbooks for Catholic schools in the United States were taken by the Church authorities as such until after 1840.

### Textbooks Available Prior to 1785

Prior to the American Revolution the Catholic schools, like the other denominational schools of the period, had very few textbooks. The available texts were, for the most part, of European authorship, and printed in Europe. Arithmetic was usually taught without textbooks, rules and problems being dictated by the teacher from precious manuscript sum books. Spellers were used where they could be obtained, and served also for instruction in the rudiments of reading. More advanced students read from the Scriptures or similar works.

We have no record of catechisms and other textbooks used in the colonial Catholic schools for instruction specifically in religion. It is probable that the schools in the German Catholic settlements of Pennsylvania used catechisms brought from the mother country, and especially the various editions of the *Katholischer Katechismus* of Peter Canisius. Before the

Revolution, there was no publication of Catholic textbooks of any kind in this country. Catholic books could be printed only in Pennsylvania, and even there great caution was necessary.

Father Parsons was able to find only eight books by Catholic authors which appeared in this country before the Revolution, and none of these were schoolbooks. Gilmary Shea includes in his list Challoner's *Catholic Christian*, which was in fairly common use as an advanced reader. It is doubtful, however, that an American edition was published as early as 1774, the date given by Shea. The book was probably not published in America until 1785.

### Publication at Philadelphia, 1785-1787

So far as is known, the first person in the United States to publish textbooks specifically for Catholic schools was the Rev. Robert Molyneux, of Philadelphia. He had a spelling primer printed in 1786, with a catechism appended, and seems to have been actively interested in the publication, in the same year, of what was probably the first American edition of Challoner's *Catholic Christian*. A Latin reader, published at Philadelphia in the year 1787, was probably prepared under the direction of the ex-Jesuits there.

Considering the scarcity of books at this time, the prices charged at Philadelphia seem rather moderate. The Master of St. Mary's School there paid, in May, 1788, these prices for books required in his work:

2 doz. Spelling Books for...	£1
1 doz. Tables for.....	2 sh. & 5d.
25 Catechisms for.....	10 sh. & 5d.
1 Account Book for.....	7 sh. & 6d. <sup>1</sup>

<sup>1</sup>From *Some Administrative Problems of Early Catholic Schools*, previously unpublished master's dissertation, Department of Educational Administration and Methods, Fordham University, New York, 1936. Published by permission of Fordham University. The author is at present a member of the faculty of the department of education of the University of Detroit. The original paper has been revised to include additional bibliographical data made available in 1939 through publication of Father Wilfred Parsons' *Early Catholic Americana*. A number of source citations have been eliminated in editing. The author will supply source citation on request.

According to Burns, readers sold at about this time for 3s. 9d. at Philadelphia. It must be remembered that the prices had probably been set by Father Molyneux, who had not intended to profit from the publication of the books, but simply to establish a source of supply for St. Mary's School and for similar institutions. Outside of Philadelphia, however, it is not likely that the books could be widely used even at these low prices, since money was scarce in the newly settled districts of Pennsylvania.

### Textbooks Published for St. Mary's, Baltimore

The Sulpicians at Baltimore felt the need for textbooks to an even greater degree than did the Jesuits or the secular clergy. The makeshift practices which were so common in the elementary schools of all denominations could not, of course, be tolerated in a college, and it was clearly necessary that steps be taken to provide texts for the use of the student body at St. Mary's. The books brought from France were, of course, almost valueless in the instruction of undergraduates who spoke only English.

As early as 1806 there was published, at Baltimore, L. I. M. Chevogne's *Mathematical Manual for the Use of St. Mary's College of Baltimore*.<sup>2</sup> Two years later, a manual of prayers and devotions was issued for the use of the seminarians at St. Mary's.

The classes in geography at St. Mary's College seem to have made use of a textbook in geography and astronomy written by John O'Neill and published by Fielding Lucas, who published a number of other works for the Sulpicians. O'Neill

<sup>1</sup>Lawrence F. Flick (editor), "Minute Book of St. Mary's Church, Philadelphia, Pa., 1782 to 1811," in *Records of the American Catholic Historical Society*, Vol. XXIII, p. 138.

<sup>2</sup>James M. Greenwood and Artemas Martin, "Notes on the History of American Text Books on Arithmetic," in *Report of the Commissioner of Education for the Year 1897-98*, p. 796.

was probably a member of the faculty at St. Mary's, Baltimore, and it is possible that his book was written expressly to satisfy the needs of that institution.

Among the texts published by Fielding Lucas for St. Mary's of Baltimore were a work on Latin prosody and a Portuguese-English grammar.

#### Textbooks Published for Father Richard

The fire which laid waste the city of Detroit in 1805 destroyed the schools which had been established by the Rev. Gabriel Richard, together with their equipment and schoolbooks, and practically all of the literature then in Detroit. A few years later, in 1808 or 1809, Father Richard visited the East, and was given a printing press and a font of type. Having engaged a printer, Mr. A. Coxshawe, he set out to replace the books which had been destroyed in the fire.

The first book printed on Father Richard's press was *The Child Spelling Book, or Michigan Instructor*, a twelve-page text, apparently modeled in its form on the Lancasterian texts employed in the East. It was dated August 1, 1809, and bore the imprint of James M. Miller.

Coxshawe printed for Father Richard, in 1811, *Les Ornaments de la Memoire*, apparently a textbook on poetic style. *La Journee du Chretien*, published by Coxshawe in the same year, seems to have been largely devotional in character. Coxshawe must have taught the art of printing to Theophilus (or Theophile) Mettez, the assistant sacristan at Detroit, whose name appears on the title pages of the books published in 1812 and thereafter.

The *Petit Catechisme Historique*, which Theophilus Mettez published in 1812, appeared in both French and English, as did also the *Journal des Enfants*.

The *Children's Journal* contained twenty-one chapters on various topics, among which the civic virtues were prominently featured. The book was probably used as the text for advanced reading classes at Detroit. About the same time, there was published by Mettez a *Christian Doctrine*, in dialog form, which considered Faith in General, the Apostles' Creed, the Sacraments, and the Commandments.

Most of the books published at Detroit for Father Richard's schools appeared in both French and English editions, thus satisfying the needs both of the older French habitants and of the English-speaking immigrants who were pouring into Michigan from the East. Father Richard himself said that the main object of these publications was "... to teach, to edify, to perfect intellectually in morality and religion the youth of his flock."

The textbooks were used in the extensive parochial school system established by Father Richard in and around Detroit, and were probably used in other French-speaking towns of the Northwest Territory as well. They were published in response to a specific local need, and were probably

reprinted from time to time as might be necessary to maintain the supply.

#### Other Early Religious Textbooks

The catechism in its various forms was the textbook most commonly used, and, in many cases, the only textbook used, in Catholic elementary schools until well into the nineteenth century. It was practically indispensable for religious instruction, and could be used as a reading book and a speller as well. It had further economic advantages in that it was a book so commonly used, and offered in so many editions, that its cost was usually small in comparison with that of other schoolbooks. Dornin, for instance, advertised his *Catechism* in 1810 and 1812 at six cents a copy.

A *Short Abridgment of Christian Doctrine* was printed at Baltimore at least as early as 1793, and was reprinted there in 1795. Father Parsons mentions twenty-four catechisms in English published between 1785 and 1830.

A number of catechisms were issued in French. The earliest mentioned by Finotti was published at Baltimore in 1796, being a book of 113 pages. Other editions of this work followed in 1807, in 1809, and in 1818. A *Catechisme Contenant les Elements de la Foi Catholique Romaine* was published at Philadelphia for Mathew Carey in 1804.

The *Katholischer Katechismus* of St. Peter Canisius was in general use in the German settlements of Pennsylvania. Copies of this text were imported at first from Germany, but an edition was printed at Philadelphia in 1810, and other American editions followed.

Among the printers and publishers who were prominent in the publication of these early textbooks of religion were Fielding Lucas and Bernard Dornin of Baltimore, and Mathew Carey of Philadelphia. The fact that any printer who cared to do so might publish a catechism, with or without ecclesiastical approbation, eventually led to such a multiplicity of discordant and misleading catechisms that Archbishop Marechal felt obliged to call the situation to the attention of the authorities at Rome.

A number of other works, distinctively religious in nature, were frequently employed as textbooks for reading classes in the elementary and lower secondary schools. Houdet's *Treatise on Morality* (1796) was probably intended to be used for this purpose.

Challoner's *Catholic Christian*, of which the first edition had appeared in England

<sup>2</sup>The protest of Bishop John Hughes against the use of the Bible as a schoolbook will be considered later in this article. Since the protest was addressed to Bishop Purcell, and since the objections raised concern qualities inherent in the work itself, not in the particular version employed, we must assume that it is directed against the use of the Bible in Catholic schools, and not the district schools alone.

<sup>3</sup>Carey's *American Pocket Atlas*, published in 1801, might well be considered a Catholic publication, in view of Mathew Carey's well-known interest in Catholic literature. It dealt, however, only with the United States, and its cost (two dollars, list) probably prevented its use in schools.

in 1737, was widely used as an advanced reading text. Robert Bell proposed to print this work at Philadelphia in 1774, and an edition appeared in the city in 1786. Other American editions followed.

Probably other doctrinal works, and the Scriptures as well, were used in the Catholic schools for instruction in reading. We know that this was the common practice in non-Catholic denominational schools, and in some of the early district schools, and we must assume that the same was true of the Catholic schools.<sup>3</sup>

#### Mathematical and Scientific Textbooks

The growth of the nation's commerce and the resultant spread of the academy movement could not help but affect Catholic secondary education. Those "non-sectarian" textbooks in mathematics, navigation, geography, and natural philosophy which seemed least bigoted against the Church were perforce used in the Catholic academies and colleges. But rare indeed was the text, especially in geography, which did not constantly malign the Church and the Catholic countries of Europe and of America. Catholic textbooks for the study of geography continued to be lacking,<sup>4</sup> but several textbooks by Catholic authors were published in fields related to geography.

The Rev. James Wallace, S.J., a professor at the short-lived New York Literary Institute, published a comprehensive treatise on astronomy and its application to navigation, which was intended to be used as a classroom text.

A *New and Easy System of Geography*, by John O'Neill, was intended to serve much the same purpose as Wallace's work, which has already been described. The Rev. F. X. Brosius published, in 1815, his book on determination of latitudes, which was probably used both as a text in the academies and as a reference work for navigators. Two years previously, in 1813, Father Brosius had edited the first American edition of Cavallo's *Natural Philosophy*, of which the first edition seems to have been published at London in 1803. Further editions of this text were published at Philadelphia in 1819, 1825, 1829, and 1832. It was probably used as a reference work or as a textbook in the Catholic colleges of the day.

Only two textbooks in mathematics expressly designed for use in Catholic schools have been found. Chevogne's *Mathematical Manual for the Use of St. Mary's College of Baltimore*, published in 1806, has already been mentioned. An arithmetic textbook by C. W. Bazeley, to which was appended a Catholic catechism, was published at Philadelphia at least as early as 1816. To what extent Bazeley's text was used in the Catholic schools has not been determined, but the book was evidently designed for such use.

#### Lack of Official Action

Little or no action, except in isolated



cases, was taken by the authorities of the Catholic Church regarding provision of textbooks for their schools in the period prior to the Great Immigration. The first Provincial Council of Baltimore, in 1829, forbade the use of catechisms which had not been approved by the ordinary of the diocese, and a new catechism adapted to this country and based on that of Cardinal Bellarmine was proposed. Nothing seems to have been accomplished at that time toward the publication of the proposed new catechism, and the willingness of diocesan authorities to approve almost any nonheretical catechism submitted to them resulted in a great diversity of mediocre textbooks in religion.

The second Provincial Council, which met in October, 1833, considered the question of preparing suitable textbooks for Catholic colleges and schools, but delegated the work to a committee composed of the presidents of St. Mary's College of Baltimore, Mount St. Mary's, and Georgetown. No evidence has been found that this committee accomplished any noteworthy results.

Individual members of the clergy and of the hierarchy were beginning, however, to give serious consideration to the textbook problem. The use of the Bible as a textbook for advanced reading classes, a common practice in nearly all denominational schools before the middle of the nineteenth century, was vigorously attacked by Bishop Hughes of New York:

Finally, with regard to the Bible as a school book, I think the selection one of the worst possible. The style is not good. The subjects treated of are sometimes such as, if they were found in any other book, would be considered as immoral and injurious to the minds of the young. The sacredness of the book renders it unfit for the levities and sometimes profaneness of the schools. Its meaning, too, far above the scholar and the teacher—the version also—everything makes it in my opinion objectionable as a common school book.<sup>5</sup>

As late as 1842, however, no Provincial Council had adopted so much as an official catechism, and standardization even of these religious textbooks was impossible except by action of the authorities of individual dioceses.

### Bigotry of the "Nonsectarian" Textbooks

The early public schools in the United States frequently made use of texts which showed strong bias against the Catholic Church, in spite of legislative provision that only "nonsectarian" textbooks might be employed. This almost universal disregard of both law and justice was due in part to the fact that the idea of denominational (but usually Protestant) education at public expense had never ceased to influence public policy. A factor which played as important a part in this situation

<sup>5</sup>Letter of John Hughes to Bishop Purcell, June 27, 1837, quoted by John R. G. Hassard, *Life of the Most Reverend John Hughes*, p. 178.



was the fact that few really nonsectarian textbooks had as yet appeared.

The use of bigoted textbooks in the schools of the Public School Society was the *casus belli* in the bitterly contested campaign for the control of the public schools in New York City. In 1820 two thousand copies of the *Universal Non-Sectarian Catechism* were purchased for the schools of the Free School Society, and a book entitled *Scripture Lessons* was adopted as a reading textbook for advanced classes. The minutes of the Society for 1826 show that among the books recommended by a committee on extension of the course of studies were *Scripture Lessons* and *Moral Monitor* for the seventh class, and *Power of Religion* for the ninth class. The report was accepted, and the plan was put into operation.

The natural objection of the Catholics

to the use of such textbooks in schools supported by public funds, especially after the Catholic parochial schools had been deprived of government support, is well expressed in Bishop Hughes' protest (1840) against the Public School Society:

These passages were not considered as sectarian, inasmuch as they had been selected as mere reading lessons, and were not in favor of any particular sect, but merely against the Catholics. We feel it unjust that such passages should be taught at all in our schools, to the support of which we are contributors as well as others. But that such books should be put into the hands of our own children, and that in part at our expenses, was in our opinion unjust, unnatural, and at all events to us intolerable.<sup>6</sup>

<sup>6</sup>"An Address of the Roman Catholics to Their Fellow Citizens of the City and State," quoted by John Gilmary Shea, *History of the Catholic Church*, Vol. III, p. 527.



Nor was New York City the only place where such discrimination was practiced in tax-supported schools. In November, 1842, Bishop Kenrick made a similar complaint to the Controllers of the Public Schools in Philadelphia, and the situation was corrected. It is probable that the action taken by the Controllers at this time was simply to withdraw the offending books rather than to replace them with others of a less offensive nature. In the following year, Bishop Fenwick of Boston was obliged to protest to the School Committee against the use of Worcester's *History* and other anti-Catholic textbooks which, contrary to law, had been introduced into the public schools of that city.

### The Status of the Problem About 1840

Comparatively little had been done by 1840 to provide a supply of textbooks suitable for use in Catholic schools and colleges. The officers of several of the educational institutions had taken steps to publish textbooks for their own schools, and a few publishers had, from time to time, published on their own initiative textbooks for general use in Catholic schools. Only

of catechisms was there anything like a sufficient supply, and in this field the diversity was so great as to be almost bewildering.

No effective concerted action had been taken by the hierarchy or by the Provincial Councils of Baltimore either to standardize the catechisms in use or to provide for the publication of textbooks in other subjects. The "nonsectarian" textbooks continued, at the same time, to be generally of such bigoted nature that their use in Catholic schools was impossible. In brief, the Catholic textbook situation, except in isolated instances, was no nearer solution by about 1840 than it had been at the beginning of the nineteenth century.

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# There's Something About a Book

Rev. Felix M. Kirsch, O.M.Cap., Ph.D., Litt.D.\*

**T**HERE is something about a book. A man who reads books wisely is a leader among men. Readers are leaders. The readers of books are those who help to make the world go around. To be a leader one must first be a reader.

Not only will reading give one the power to lead, it will also add to one's enjoyment of life. In the highest civilization the book is still the highest delight.

Unless we read wisely, our mind is liable to die. The mind that begins to spin itself in, like a caterpillar into a cocoon, is dying, no matter how perfectly it functions within its self-made walls. To judge the mental health of a man all we need do is to look at his horizons.

We read in the Bible: "He that walks with the wise shall be wise," but "a friend of fools shall become like to them." This is true both of companionship and books; our opinions and our morals are true or false, elevated or degraded, according to our associations. We are part of all we meet in our reading.

Tell me what you read habitually and I shall tell you what kind of man or woman you are. As a man reads, so will he think, and as he thinks, so will he act. In view of what books do to our character we may say that a taste for good reading is almost a grace.

It is only of a good book that the following well-known lines are true:

O for a Booke and a shadie nooke,  
eyther in-a-dooere or out;  
With the grene leaves whisp'ring overhede,  
or the Streete cryes all about.  
Where I maie Reade all at my ease,  
both of the Newe and Olde;  
For a jollie good Booke whereon to looke,  
Is better to me than Golde.

Without books even the richest man is poor. But if we love good books we are rich indeed. Even if the houses of the rich and powerful are closed against us, as long as we are lovers of books, we feel that we are the equals of the best, for we live in the company of prophets and apostles, of philosophers and poets.

### Friends, Companions, Counselors

A good book is the precious lifeblood of a master spirit. Except a living man there is nothing more wonderful than a book—a message to us from the dead, from human souls whom we never saw, who lived, perhaps thousands of miles away; and yet these, through the book we hold in hand, speak to us, amuse us, warn us, teach us, comfort us, open their hearts to us as brothers.

Little wonder that Macaulay confessed on the death of his sister: "Literature has saved my life and my reason; even now I dare not, in the intervals of business, remain alone a minute without a book."

Good books will not only console us in our hour of suffering, they are also one of the best safeguards from evil. Life's first danger is an empty mind, which, like an unoccupied room, is open for base spirits to enter:

For Satan finds some mischief still  
For idle hands to do.

The taste for good reading furnishes an excellent offset to such dangers.

It is obvious that to reap all these blessings of reading, we must be rather careful as to *what* we read. It is of doubtful advantage to teach a boy to read and not to teach him *what* to read. But what a shock we get when we look about us and see what some of our neighbors are reading.

We might lay down the general rule: Read as little as possible of the literature that is born to live only one day and then die. It is better not to read at all than to read only newspapers. Newspaper reading may prove a perilous pastime. It is apt to make us scatterbrained. A thousand topics clamor for attention. Flea-like, we leap from one to another. When we lay down the paper, all we have is a mental blur, a fog.

### Choose Your Newspaper

In choosing our newspaper we should give our patronage, as far as we can, to what would be an ideal newspaper. The ideal newspaper is one which is ready at

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*Milton's Cottage, Chalfont St. Giles, Buckinghamshire.*

—Photo by Margaret E. Bonham

all times to proclaim God's view in every controversy; publicly to take up every challenge thrown down to religion; to meet every misrepresentation with instant answer; to track down the doings of bigotry, and to drag them into the light of day; and, above all, to make every individual Christian, whether he be a governor of a state or a man on relief, feel that there is a power behind him to which he can appeal with confidence, and which he could trust to try wrong fearlessly and fairly before the tribunal of the public opinion of the land.

We must likewise be discriminating with regard to our choice of magazines. Many a popular magazine represents no more than the cigarettes and chewing gum of literature. Other magazines are out-and-out agencies of the devil. A Christian mother recently took one of these vile magazines from her sixteen-year-old daughter and explained: "To let you read this magazine is almost as bad as to let you sit up alone for hours at night listening to rotten stories."

A helpful rule for choosing our reading is never to read a book or magazine which one would be ashamed to read aloud to one's own mother. Why not leave such reading alone, and take to one of the several really excellent magazines we still have with us? But if a man does happen to take up accidentally any dangerous reading, his moral sense will soon tell him whether he ought to stop or not. The simple rule is this: "If the reading stirs up feelings that ought not to be stirred up, and fills the mind with pictures which are likely to return to the imagination and lead to bad results, drop the book at once."

And don't read trash! Many seem to have an impression that promiscuous reading is not harmful. This is not true! Not a single thought enters the mind which has not its subconscious effect in some degree.

A person who has high aims should certainly be as careful about the matter he takes into his mind as he is about the food he puts into his stomach.

Both in everyday life and in our reading it behooves us to obey the instruction of the poet:

Seeing only what is fair,  
Sipping only what is sweet,  
.....  
Leave the chaff, and take the wheat.

Good books represent the wheat of literature, for they are the most constant of friends, the wisest of counselors, and the most patient of teachers. It is a mistake to suppose that a great deal of leisure is necessary to do the reading that will be worth while. A few minutes a day, devoted affectionately to good books, will make all the difference.

Life is too short for reading inferior books. To Louis Pasteur a good book was "a good action constantly renewed, a bad one an incessant and irreparable fault." As a student he often spent some of his scanty funds for books which elevated and inspired him, and after reading them, sent them home to his sisters to read, marking certain passages which especially appealed to him.

#### Collect a Library

Professor Phelps of Yale offers excellent reasons why everyone should begin collecting a private library in youth. The instinct of private property, which is fundamental in human beings, here can be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows, or keys; they should be free and accessible to the hand as well as to the eye. Books are the best of mural decorations; they are more varied in color and appearance than any wallpaper, they are more attrac-

tive in design, and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there, in plain view, is both stimulating and refreshing. You do not have to read them all. Professor Phelps spends most of his indoor life in a room containing six thousand books; and he has a stock answer to the invariable question that comes from strangers: "Have you read all these books?" His answer is: "Some of them twice."

Once we begin to accumulate these treasures, there is no end to the good we can do by sharing our library with our friends. One never can tell the fruitful and lasting results of a Catholic pamphlet, book or magazine put into the hands of a non-Catholic. This reminds me of a famous case in North Carolina. Half a century ago, a non-Catholic doctor received some medicines from the north wrapped in a Catholic newspaper. Upon reading it his interest was aroused. He sent for more Catholic literature. Finally he became a Catholic. As a result of this one Catholic paper and one conversion, there now stands at Newton Grove, N. C., a splendid group of Catholic buildings with a congregation of more than 300.

#### Use the Public Library

But some might object that while they are eager to have a library of their own, they cannot afford the outlay for good books. This objection is easily answered in almost every city and town in the United States. No one in America interested in worth-while books need ever be disappointed. We have almost everywhere the splendid service rendered by the public libraries which generally have on their shelves a large selection of Catholic books. The authorities in charge of public libraries will usually be glad to cooperate with Catholic groups in bringing out catalogs of these books. In Washington, D. C., we have available two such catalogs published by the public library. Catholic leaders in other places would be helped by consulting especially the second catalog published recently: *Books on Catholic Subjects*.

Some teachers are greatly disturbed by trivial disorders in their recitations, especially at the beginning. This disturbance is in themselves rather than in the pupils, for poised and deliberate teachers ignore all trivial disorders and proceed, trusting to the interest to be aroused in the topic to bring the entire room to the desirable quiet and attention. — *Wm. E. Chancellor*.

The way that young woman keeps her school was the best lesson I received at the Preparatory School today. She knew so much and carried it so well in her head and gave it out so well that the pupils had quite enough to think of and not an idle moment to waste in noise and disorder. 'Tis the best recipe I know for school discipline. — *Ralph Waldo Emerson*.



## The Juvenile Book Parade of 1939

Sister M. Mark, S.C.\*

AS IN politics and government, so too in literature, the world war is a dividing point. In literature for children, this is particularly evident. The characteristic differences mark not only the people who are now writing books for children, but the nature and quality of the literature, and, perhaps most noticeably, the appearance and make-up of the books themselves.

First, in looking at the authors, we find that not only are there books for children, but books by children. The number of writers under the age of fifteen who can claim one or more printed volumes from their pens, or their typewriters, is ever mounting. On the other hand, we have a group of authors who have not used the writing of books for juveniles as a steppingstone to the production of literature for adults but rather after having established a reputation in the world of literature, when their skill is at its best, they turn and devote their gifts to the writing of books for the young. The result is of the highest importance; they are now giving the child reader literature, with all the qualities of classic literature; namely, beauty of style, innate charm and originality, precision, and accuracy of diction. To mention only two with whom you are familiar, there are Paul Vincent Carroll and Henry Ghéon.

### New Books Attractive

To the outward appearance of the book, its printed pages and its illustrations, modern methods of printing and color reproduction have contributed much. However the fact that some of the leading artists of the age are drawing and painting for books classed as juveniles, is significant.

Now try to feel for the moment just what all this means in the life of the child of today — this work of art, the combined result of the great author, the artist, the type foundry, and the modern color process — what an inspiration, what an allurements to the love for the lowliest when he takes this book into his hands. Is not this a means of spreading culture, of inculcating ideals?

Contrast with the books I have been describing, books that are advertised as reprints of the great classics now offered for ten cents, or twenty-five cents, or even in fifty-cent editions. Look at one of these cheap reprints, feel the paper, note the illustrations, the color prints — and what do you have?

The artistic book lends itself to the desire for ownership, the desire to build up a personal library, to possess books that will exert a force similar to that of a rich gown and new shoes, books that will fulfill the two-fold function of elevating the reading interests and broadening the cultural tastes. The word *elevating* indicates that in most cases the reading interests are still on a lower level than we desire; the word *broadening* reveals the fact that too few have a love for poetry, a thirst for the inspiration found in biography, an eagerness for books of travel; while too many are satisfied with "stories," indicating that as adolescents and as adults they will read just light fiction.

\*Librarian, St. Mary College, Leavenworth, Kans. This article is condensed from a paper read at the grade-school library round table at the Mid-West Regional Conference of the Catholic Library Association, held at Marymount College, Salina, Kans., Oct. 14, 1939.

### Promoting Juvenile Books

In selecting the titles for inclusion in my "Book Parade of 1939," I have confined my choice to books published this year, and most of them within the past three months.

Had I been given a vote for a medal book, my choice would have been Lucy Herndon Crockett's *Lucio and His Nuong*. Of it the *Pro Parvulis Herald* says, "Nothing so reminiscent of Rudyard Kipling has come our way in many moons. . . . It is delightful to have for our children so gay a Philippine story book of the loving-hearted people among whom the Church is laboring." Miss Crockett is in part at least a Kansan; her parents are at present stationed at Fort Leavenworth where she visited in August. Her story of Lucio, the lively Philippino boy, is based on her own youthful experiences on the Islands. Without the text, her illustrations would tell the story in the lifelike borders, full pages and even double pages, and all over the end papers. You will re-read the pictures many times after you have read the text — I'm still doing it.

A Father Finn Medal Foundation, established only this year, provides for an annual award for the most inspiring book for boys and girls written in a Catholic literary atmosphere, and published in the year preceding the awarding. The author's religious profession is immaterial. The Foundation is to be a memorial from the children of yesterday to the children of today, to carry on what Father Finn so magnificently began. There is a Father Finn Medal Foundation Committee; a judging committee is being prepared from among educational and professional groups in the United States; 50 per cent of the vote will be taken from the children of the land.<sup>1</sup> As your pupils read the new books, discuss the possible choice for the award and be prepared to transmit their votes at the close of the school year.

*Pro Parvulis* is a Catholic book club whose editors send out every two months to four groups of children, the four new books which they judge to be the most interesting, the most distinguished in literary style, and the most durably and beautifully made. Its board of editors includes names familiar to us: Most Rev. Bishop Francis P. Keough, D.D., Rev. Francis X. Downey, S.J., Rev. Francis Talbot, S.J., Rev. Thomas F. Cullen, Sister Mary Cyrille, O.P., Mother M. Eleanore, C.S.C., Padric Colum, William Heyliger, Agnes Repplier, and Blanche Jennings Thompson. The four groups of children are: Group I, boys and girls in the lower grades; Group II includes boys in advanced grades through early high school; Group III, girls in advanced grades through early high school; and Group IV, for juniors and seniors in high school.

With a desire to point out the varied forms of literature represented in selections of the *Pro Parvulis Book Club*, I have taken from their books of the past few months a book of poetry, a book of plays, a Bible book, a mystery story, and a biography.

### Good Children's Books

The book of poetry, *More Silver Pennies*, was compiled by Blanche Jennings Thompson of the editorial board, and head of the depart-

ment of English at the Benjamin Franklin High School, Rochester, N. Y. *More Silver Pennies* is an anthology of contemporary poetry threaded with lines from the more famous Catholic poets. Mother Eleanore pointed out in her review of the book, that although you need silver pennies to get into fairyland, with this book you can at least peek through the lattice of its windows. It is filled with poems and pictures which will take you to ride on the winds just anywhere you wish to go; or better still, will touch with but eternal, for Hugh Roe O'Donel is not round about you. Even boys like Miss Thompson's way of explaining the poems. A seventh-grade boy says "My Dog" is the best poem in the book.

*Plays for My Children* is a collection of one-act plays for child actors by Paul Vincent Carroll, author of *Shadow and Substance*. The reader of these pages will find beauty, fun that sparkles lightly and gaily, and most important of all, truth shining up at him as the stars from a deep well. But it is more than just another book of plays; it is a rare spiritual contribution to modern Catholic life. For these plays are whimsical, yet modern. Simple to costume, flexible to stage, and charming to read aloud, they will delight the solitary reader or the group of dramarians. "The King Who Could Not Laugh" is packed with spontaneous chuckles. The animated dolls in the ancient toysop of Hans Ericsson will delight the readers of "Beauty is Fled." While "The Maker of Roads" is a play of ancient Rome, children will not fail to see that it is a play of today. The characters include St. Alban of Britain, Amphibolus, a hunted Christian priest, and Valeria, the daughter of the famous man who built the road. What could be more inspiring and more elevating than the last words of the maker of roads: "I will go now to build a more glorious road — a road to the stars. . . ." All in all, these plays are fraught with spirituality — with a consideration of what we have and what we can lose.<sup>2</sup>

*The Great Story* is the Scriptural narrative of our Saviour's life. It is one of the loveliest of the unusually lovely books being considered today. The text, carefully selected from the four Gospel writers, unveils before the American boy and girl the true model of Christian character, strong, virtuous, and masculine, in the person of Jesus Christ.

Boys and girls alike, in advanced grades and high school, will thrill at the reading of *The Sword of Roland Arnot* by Agnes Danforth Hewes. The hero is Phillipe Arnot, a French boy living in Damascus many years after the Crusades were but a stirring memory. His father, a rich trader across the desert, had the largest caravans in that bustling city of trade; and on the wall of their richly furnished home, hung a reminder of his Crusading ancestors — an immense sword, the sword of brave Roland Arnot who had once fought nobly to rescue the Tomb of Christ from the Infidel. A legend that a twin sword had been exchanged with a chief of some desert tribe as a pledge of everlasting friendship between the descendants of Arnot and the tribe touched a spark in young Phillipe. Mrs. Hewes, a past master at the art of storytelling, knows Damascus from years of residence.

The last book on my list for today is likewise the latest in date of publication. On the

<sup>1</sup>*Herald*, Jan.-Feb., p. 5.

<sup>2</sup>*Herald*, May-June, p. 5.

<sup>3</sup>*Herald*, July-Aug., p. 18.

<sup>4</sup>*Pro Parvulis Herald*, July-Aug., 1939, p. 17.



Feast of the Most Holy Name of Mary, the Oxford Press released *O'Donel of Destiny* by Mary Kiely, the editorial secretary of the Pro Parvulis Book Club. In its pages, I had my first introduction to the beloved Irish hero of Elizabethan times; however, I like to recall that it marks the beginning of a friendship that is not to be merely lifelong, but eternal, for Hugh Roe O'Donel is not fictional but historical; not an imaginary but a real Christian hero whose company I can now anticipate in the Communion of Saints. While *O'Donel of Destiny* will rank with *The sword of Roland Arnot* in its thrills, its action, its boy hero, his captures and escapes, it will go far beyond the realm of entertainment and adventure, in the contagion of his courage, his patience, and his all-embracing love for his people, and inspire Catholic action in the everyday lives of its readers. We hear the harps, and feel the breezes and see the Christian pageantry at the Coronation scene on the Rock of Doon!

#### Teacher is Guide and Inspirer

The teacher has a role in the realm of children's reading. She must get the right book and the right child together, by her recommending and suggesting—or the book must necessarily fail in its purpose. The authors and publishers are doing their parts; it remains for us to extend and fructify their work. It is the teacher's place to love books, and to instill her inspiration and enthusiasm in her pupils. To achieve this requires only a word here, a suggestion there. If you do not already possess that gift, that happy personal touch, you can develop and acquire it. Although you do have the skill and the ability to measure the books, you may not have access to numbers of titles to make your selection; you may not have the time to read and interpret; the solution to your problem is the review of the book of the month in your *Pro Parvulis Herald*; that with a sentence here and there from the book itself, and the publisher's jacket blurb, and you will be equipped to make the best use of your opportunity.

In closing, I will recall for you two quotations. The first is from a letter of Mr. Ignazio Giordani of the Vatican Library to American parents and educators: "[The] foundation [of the Pro Parvulis Book Club] rests upon a simple fact: children have a great desire to read; if charming books of Christian inspiration are not given to them at frequent intervals, they read whatever they find, oftentimes an agnostic, useless, dull, if not harmful literature, composed chiefly for commercial gain."<sup>12</sup>

And the last is the blessing of Pope Pius XI. of happy memory, bestowed in the spring of 1938:

"The Holy Father bestows the Apostolic Benediction on the Directors and members of the Pro Parvulis Book Club and prays that this apostolate may be instrumental in encouraging and elevating the tone of Catholic reading among our children and in our schools."<sup>13</sup>

<sup>12</sup>*Herald*, March-April, 1939.  
<sup>13</sup>*Herald*, Aug.-Sept., 1938.

#### A LIBRARY AND A LIBRARIAN

No high school can hope to realize, to any marked degree, the generally recognized aims and objectives of secondary education unless it is adequately supplied, not only with suitable books and other reading materials, but also with appropriately trained librarian service.—*W. A. Bass*, Tennessee Commissioner of Education.

## Building the Library in the Catholic Elementary School

Sister M. Remigia, C.S.A.\*

**T**HERE is a real need as well as an increasing demand for organizing a library in the elementary school. A thorough consideration of modern educational objectives and of the nature and aspects of the learning processes places a premium on that agency which provides an attractive environment, abundant reading materials, stimulating social contacts, and which also facilitates a wholesome interrelation of all in these United States, a vital Catholic literature for our youth. And it is a heartening note that signs are not wanting that a new era—the library era of the Catholic child—has begun in earnest. Everywhere in our Catholic schools one discovers tremendous effort put forth to enrich our children's reading with fine, selected books, often at a great sacrifice.

A belief in the following ten points, I think, may be responsible for the building up of the Catholic elementary-school library.

1. The child who leaves school with a taste for wholesome reading permanently established and who is given the opportunity of gratifying that taste can hardly fail to make a happy, useful citizen.
2. We grow like the things we think about.
3. The library should be the *heart* of the school.
4. The tendency toward individualization of instruction in our teaching procedure makes a library a necessity.
5. Contact with a library enriches a child's life—a fact which should be the aim of an elementary school.
6. The reading habit is formed during childhood and youth.
7. Discriminating and intelligent use of reading is a prime factor in education.
8. Cultivation of self-reliance and initiative are as important as the accumulation of facts. The library fosters such cultivation.
9. The child must be taught to form good habits in reading just as he is taught to form good habits of health.
10. A child is deserving of the best we can provide.

#### We Must Have a Library

The elementary school regards reading as the most important skill it can develop in a child and the most fundamental subject in the curriculum. In the lower grades one fourth of the child's time is given to its mastery.

The school carries a delegated authority from the home and a mandate from society to cultivate such reading skills and tastes as parents cannot or will not give, and which children need for successful living in the economic, social, and moral order.

The teacher, more than the librarian and even the mother, is very often the guide to good reading. Recognizing this fact, the school strives to supply ample literature for every grade level, taste, and need through the establishment and building up of the classroom and school library. The teachers are happily getting away from the practice of limiting teaching to the mere content of textbooks or

a few related supplementary books. They aim more and more to develop a taste for reading and a desire for the contents of good books, so that these may become a part of children's lives.

This new outlook gave birth to the simple and often limited classroom library consisting of a few shelves, a reading table, and some chairs, the latter often being ingeniously devised from orange crates, etc.

#### We Buy What We Want

Funds necessary to build up the library may be procured from various sources. The parish may provide for library funds in its budget. Home and School Associations could be induced to interest themselves in building up the school library and in contributing generously of their means, if cognizant of the importance of the problem of children's reading and books. Book clubs organized in each classroom or book-week drives are effective agents in obtaining library funds. Probably teachers and administrators could do some profitable propagandizing for building up the present library in the elementary schools. They might bring the parents into contact with the reviews of children's books which are now being given great prominence in the best papers, journals, and periodicals. They might, too, be apprised of the fact that children learn from teachers and books, and that after the teacher the books should be the most important item in the cost of education. A research study made a few years ago shows that only 2 per cent of the cost of educating a child in the Catholic elementary school is allocated for books.

At meetings of associations and groups, the parents might view in the schoolrooms and in the library book exhibits attractively arranged on reading tables and shelves with various illustrative cover designs and posters on the bulletin boards. During Book Week in November, the patrons of the school might be invited to dramatizations and a storytelling hour, which would show the influence of books that have been well chosen.

The public libraries, as a rule, are glad to service the Catholic elementary schools with books. Thus the school library can be augmented and more pupils served. A very feasible plan is this. During the first week of school, the principal provides the public library with a list of all the teachers showing the grade taught and the number of children in each grade. The library then proceeds to check out sets of books to the teacher usually allowing one book per pupil. Naturally the sets of books are suited to the grade level, needs, and interests of the children. Some changes in the sets of books are made at the beginning of the second semester, but for the most part the sets remain the same throughout the entire year. At regular intervals the teachers submit lists of books suitable for each grade to the library.

#### We Must Select Books

Teachers now have many guides in the lists and bibliographies of children's books which are appearing with increasing frequency and which are drawn up to interest and help them.

\*Girls' Catholic High School, Hays, Kans. This is a paper read at the elementary round table of the Mid-West Unit Conference of the Catholic Library Association, held at Marymount College, Salina, Kans., Oct. 14, 1939.

Foremost among the classified lists prepared under Catholic auspices are: *Selected Annotated List of Books and Magazines for Parochial School Libraries*, compiled by Sister Cecil, C.S.J., a *Classified List of Library Books for the Elementary Grades*, by Rt. Rev. Msgr. John M. Wolfe, and a new and revised edition of the *Catalog of Selected Books* compiled by Rev. Francis X. Downey, S.J., the Founder of Pro Parvulis Book Club.

What laws or standards should be used in building up the library in the Catholic elementary school? In the elementary school we are more concerned with the number of volumes than with subject matter. The teacher who chooses a title from any standard finding list may be quite certain she is securing an excellent book. The chief question is whether it is the right book for the school in view of existing conditions and whether, if the list is not fully up to date, there is a later and better book. Balance must be maintained between varying types. Pleasure reading must offset reference, stimulating information compensate for supplementary texts, abundance in all groups take the place of superabundance in one. Care is also necessary to secure subject balance. The importunities of an alert teacher or the demands of a single department or grade must not be allowed to upset the even keel on which the library rides to success as an institution serving the entire school.

To conserve a balance in the reading of a sixth-grade pupil, I would suggest that he read six books in literature and fiction; five in history and biography; five in geography and travel; two in nature, science, and invention; and five in art, music, civics, and morals—a total of twenty-three books. This classification will give one an idea of what is meant by a balanced library. So much for the basic book collection in the library.

Opinion and experience are unanimous in declaring that the school library should include a goodly assortment of periodicals and magazines suited to the various grade levels, tastes, and needs. There are a number of excellent magazines available published under Catholic auspices.

#### A File of Pamphlets and Clippings

Even the smallest library should have its file of pamphlets and clippings. Such materials cost next to nothing in money, and as reference aids are invaluable. Boy Scout and Girl Scout activities may be covered by Merit Badge Leaflets; brief literary and critical biographies may be found in the advertising media of publishing firms; descriptive monographs on vocations may be had from interested organizations; brochures explanatory of manufacturing processes may be secured from industrial firms; illustrated travel literature for use in geography is willingly supplied by tourist bureaus and commercial clubs; handicrafts and ideas for entertaining are to be found in the booklets of a paper-manufacturing company; poems, essays, and plays are extracted from old magazines; illustrated booklets on South and Central America arrive via Pan American Union; debate material is obtained from everywhere. Clippings should be collected discreetly; that is, they should supplement books and pamphlets rather than substitute for them, the reasons being that (1) clippings are apt to be less authoritative than books, and (2) though they cost less in money, they cost much in time required for gathering, sorting, and preparing for use.

The library should also provide for filing visual aids which include prints—more often referred to as the picture collection—slides

and films, maps and plans. The following considerations argue for centralization of visual needs. Usefulness is not necessarily limited to one department; concentration saves duplication; danger of loss is decreased. Teachers find it a great convenience to send to the library for all available material on a given subject whether it be in book or picture form.

The average Catholic elementary-school library has to avoid the more expensive and seek the inexpensive in pictorial representations: pictures salvaged from a worn-out book on the subject; Egyptian antiquities and other rare features from a Sunday newspaper supplement; animal studies from nature magazines; portraits extracted from publishers' catalogs; castles, cathedrals, costumes from travel leaflets and discarded histories. There is a consistent demand for the inclusion of slides and films dealing with industries, travel, and other topics among library materials. The file for maps and plans should include *local maps* showing the topography of the vicinity where the school is located. Wall or hand maps showing streets are desirable because they are seldom provided elsewhere in the school; road maps obtained from tourist bureaus and automobile associations are useful; railroad maps obtained from tourist bureaus; aerial maps (photographs made from

airplanes) may be clipped from magazines. They are interesting to pupils in all grades; pictorial maps in color such as the well-known *Map of Fairyland* are valuable for wall decoration, for use as reading bait, and to lend to teachers of history or literature; historical, industrial, and other special maps may be clipped from magazines, or discarded books, but it is not ordinarily wise to put much money into these types since textbooks, atlases, and classroom maps supply most school needs.

We have a vast network of Catholic elementary schools, and consequently a wonderful opportunity through the medium of the library to furnish to the children the attractive story that not only forms his literary standards, but also affects his faith, his heart, and his allegiance, that gives him vital contacts with his daily religion and deepens it. Let us as teachers of American Catholic youth accept the challenge by gradually building up our elementary-school libraries so as to help younger generations grow up into an eager and appreciative and receptive Catholic people, offering to the flowering of Catholic thought and Catholic letters the stimulation and support they must have for the best life of the Church. And with the support of all our people—our Religious and our laity—we shall achieve that goal.

## Literature for the Catholic Boy

Rev. Francis E. Benz, A.M., S.T.B.\*

THE subject of this paper from one viewpoint might be regarded as covering a vast territory and yet looking at it from another angle it can be sifted and the grains of pure gold be brought to light. For if we were to enumerate the passages in literature that appeal to the Catholic boy we might go on and on like Don Quixote slaying our imaginary knights and dragons right and left. On the other hand we might simply enumerate the qualities themselves that are more or less common in boys' books the world and centuries over. This latter is our purpose.

You will notice that the subject assigned to the writer specifies the "Catholic" boy. There is not much difference between the enthusiasms in literature of Catholic boys and those of other boys. All those who have come in contact with or have had personal experience with boys and juvenile books regard this as true. Miss Dorothy Bryan, who is in charge of the juvenile section of the Cardinal's Literature Committee, has the following to say on the subject:

"Not only do I have to keep in touch with the preferences of Catholic boys but also I have the added fun and profit, as well, in watching the reactions of my friends to practically all of the children's books published each year. After I have reviewed the books, I keep them on a special bookshelf and I have numberless young friends, who go to all kinds of schools, coming in to borrow the books. They represent students of parochial schools, public schools, one of the most exclusive private schools on Long Island, a Quaker boarding school—in fact about every angle of education—and I have found that their reactions to the books are pretty uniform and vary only according to the disposition of the young readers and the current enthusiasm in life,

which may become something quite different six months from now. I have found, however, in my review work that the angle where the difference should be made is in the selection of books to give to the Catholic boys. It is quite surprising the amount of misinformation and of poor standards and codes of honor and also narrowness and bigotry that is needlessly allowed to creep into young people's books. For example, we have to watch out for books which belittle racially, or make fun of Quakers, or Jews, or the Church of England, or 'narrow' Methodists—for a Catholic boy—in the first selection of the books offered to him."

#### Habits Formed Early

The reading habit is formed during the impressionable period of life in a man—during childhood and boyhood. The sooner a boy learns to read the more permanent will the acquisition be and the more encouragement he is given, at an early age, to read good literature the sooner will he become discriminate in his choice of reading material. It is easier, of course, for some children to form the habit of good reading than it is for others. But all boys of average intelligence may cultivate a taste for good reading. As soon as a boy has mastered the mechanics of reading he should be supplied with all the good books he can use.

If a boy then, at an early age, is exposed to good literature he will cultivate a taste that will remain with him for the rest of his life. Occasionally, however, a boy may be continually surrounded with good books, both in school and at home, yet he will constantly turn to cheap and trashy magazines and books. This boy needs special attention and inquiries should be made about his environment, his activities, and his companions.

It is wrong for teachers and parents to force good books upon a boy. This may work irreparable harm. A boy should be allowed to

\*Editor of *The Catholic Boy*. This article is a paper read at the N.C.E.A. Convention in Washington, D. C., April 12-14, 1939.



make his own choice but only the best should be presented for his choice. A study should be made of his likes and dislikes; in other words, he should be given those books which appeal to him, which interest him at that particular time, but only the best of these.

We all know how a boy changes. One day he is going to be a policeman, the next a priest, then an aviator, and so on, *ad infinitum*. But these interests of his should be taken advantage of. For example, a boy might go out for a hike one of these beautiful spring days and find a bird's nest. He comes home or to school the next day all excited about it. This is the time to bring his attention to good books on birds and bird habits. At Christmas he might receive a chemistry outfit as a gift and for months he is absorbed with his experiments. Perhaps his experiments might result in an explosion and he might even blow up the house, so his interests are really and forcibly brought to the attention of everyone who comes in contact with him. This is the time to make him acquainted with good biographies of famous scientists.

### Motives for Reading

In order to know more clearly just what appeals to a boy in literature we should know why he reads at all. The answer is almost obvious. First of all, he reads because he is curious. He is curious about everything he comes in contact with and he wants to satisfy this curiosity. The little boy will ask questions consisting mostly of why, why, why. But once he has reached a certain age, about the age of ten, he does not rely on his elders for satisfactory answers. Perhaps, he thinks, they do not know very much anyhow, and so he turns to reading. It has been found that the subjects on which children show most curiosity may be classified under five heads; namely, Forces of Nature; Mechanical Forces; Origin of Life; Bible Stories; Death and Heaven.

Secondly, a boy reads because of his desire for wish fulfillment. Subconsciously he chooses those books which satisfy certain desires. We adults take up a book, comfortably seat ourselves, and read an hour or two for entertainment. The boy does not do this. He reads himself into the book. He is the hero. He experiences the thrills and dangers and exploits of the main character thereby satisfying his subconscious wishes. The little or very young boy has desires for food, huge double-dip ice-cream cones, all-day suckers that would dwarf the Empire State Building. No story touches him as deeply as a book about a boy who is starving to death. As he grows older, these wishes take the form of desires for immense wealth and the things wealth can buy. Then there is the fantastic desire for power and leadership over other boys. He wants to become a second Jack Dempsey, a Babe Ruth, the Four Horsemen rolled into one, a Commodore Barry, and Alexander the Great. All these the boy seeks in his reading. But this is really a dangerous age, too. For if the right types of books are not given to him his reading may cause immeasurable harm. For example, a boy might become so immersed in books that he neglects everything else. He lives continually in a land of dreams and phantasies. Instead of learning to swim, play ball, or take part in the usual sports a boy enjoys, he sits at home, reads about them, and actually accomplishes nothing. He is no good to anyone. This state generally results from boys reading too many books based on fantastic exploits that do not permit of duplication in real life and there are plenty of these harmful books

being published today. Normally a boy's dreams and desires find an outlet in real life. He reads about some hero and he endeavors to imitate his deeds. But when these deeds are too fantastic, similar action in real life is impossible, so the boy becomes unhealthily immersed in harmful books.

The third reason for a boy's reading is imitation. We often see a boy imitating the actions of his father or older brother, his friends and playmates, and even his teachers. If the father reads good books, the boy will select good books, too. More often he imitates the reading of friends, playmates, and relatives. There is no doubt but that the boy does not *always* imitate his elders. We have heard of the boys hiding certain books under their mattresses or deep in a bureau drawer and good mothers upon finding these books wonder where in the world "Johnny picks up such trash." As a rule, however, the boy is a creature of imitation and care should be taken that his companions' reading tastes are not objectionable and that his environment is one that will encourage the formation of good reading habits.

### The Various Reading Ages

Now let us take the boy down through the years and see what appeals to him in literature. We know that boys of six, seven, and eight years of age are all interested in fairy tales, myths, and legends. The boy of this age lives in a world of imagination as does his sister. It is important, however, that they be given only the best. There are those beautiful Indian myths and legends of Hiawatha, Nokomis, Minnehaha; the Scandinavian myths of Fenrir the Wolf, Loki with his tricks and schemings, Thor with his hammer; the Nibelungenlied, a German variation of the old Norse saga of the Volsungs; and those beautiful Greek myths, the full meaning of which will not be realized until mature years but which are so appealing to boys in early life. These myths have stimulated great writers for centuries. There is Apollo steering the chariot of the sun; Pandora, because of her disobedience, letting loose all ills upon mankind but keeping hope behind; Hermes, driving his gleaming white cows across the pure pastures of the sky; Iris and her rainbow bridge, and many others. I remember, when a boy, my mother did not quite relish the idea that I should read too many of these Greek myths. She thought they were too pagan and almost cause for heresy. So I shall leave them and include now those beautiful Bible stories, Daniel in the lions' den; Moses and the plagues of Egypt; Moses and the burning bush; David and his slingshot; Solomon and the prophets, and others. These great heroes are familiar to most of our Catholic

children attending parochial schools and it is a pity, even from a story viewpoint, that so many boys in the public schools know nothing about them.

Then there are those beautiful stories about certain saints. My! how they appeal to little boys and even big ones, too! But I still am referring to the younger boys. The stories of the martyrs are especially appealing if written properly with good illustrations. The importance, then, of all these stories read or heard in early life cannot be stressed too much. The teacher must exercise caution and care in choosing only the best, for the boy passes almost unconsciously from the Hansel and Gretel whose joy is in a magic house of sugar-plums to the Beatrice who leads her poet lover to the gates of Paradise.

At nine years of age the average boy begins to turn from fairy tales, myths, and legends to books of real life. He wants facts rather than fancy. By this time the mechanics of reading have been mastered. To read a book is no longer a task and the boy will read a book more than a hundred pages without difficulty. This is, in reality, the golden age for teachers, as well as for parents, to encourage their pupils and children to read really good literature. This is the pliable age and so much depends upon the proper direction by both teachers and parents.

At ten years of age, fairy tales are out of a boy's life. His curiosity has developed about things outside of his own perception in everyday life. His mental pictures have stopped their flickering and he is better able to understand characters and situations met with in his reading. He now becomes interested in stories of foreign lands written, of course, in simple language. Books of travel now become interesting to him. He is still living in a sort of dreamland and these types of books seem to fulfill his subconscious desires. Certain myths are still popular with him if they are written in a style appealing to one of his age. This is the age when the King Arthur tales should be given to him to read. Not too many but a beginning should be made and, thus, a new field of hero worship is opened to him. There are many children's versions of Robin Hood which now may be given him as well as those of William Tell. At this age, too, 28 per cent of boys show an interest in books of inventions and discoveries, scientific as well as geographical. If a father is set upon his boy becoming a scientist now is the time for him to feed his son surreptitiously a diet of books about science and scientists written in a language that the boy can understand. Teachers, too, can capitalize upon the boy's natural interests at this period of his life by stressing the teaching of history and geography and linking them up with his reading on these subjects.

When the ordinary boy reaches the age of eleven years he becomes interested in series books. The Alger books, the Rover Boys, the Motor Boys, the Henty books appeal to him. He is an easy prey for the melodramatic, sentimental, and sensational story. This truly is a dangerous age. The imitative instinct often takes a peculiar turn. The boy often thinks that the more he reads the smarter he will become. He comes to the erroneous conclusion that volume is the only thing that matters. He wishes to read a complete series as quickly as possible and he becomes immersed in a series of fantastic and unreal adventure. Many boys read nothing at all, at this age, except series books of the adventure or school-life type and many of these are

### MAKE A ROAD TO THE LIBRARY

Imagine a man without eyes! What an object of pity he is! Yet, such is the school without a library—a groping, stumbling, foolish effort. Many of our schools have exhibition libraries, well-finished bookshelves, with very neat glass doors—securely locked. If books are "to be continually seen and familiarly handled" there must be a broad road leading to the shelves, and many are to walk thereon. The books in the school library must be selected carefully; that is the business of the school authorities. The selection made, the pupils should be encouraged to go and browse to their heart's content.—Rev. John F. McMahon.\*

\*Quoted from *Building Character from Within*, a new book published by Bruce.



undesirable. The wish-fulfillment urge is now reaching its peak and painstaking care should be exercised in the choice of books. Furthermore it is at this period of a boy's life that he should be guarded against stories that present vice and criminals in such an attractive manner as to blunt the sense of moral discrimination, or incite the boy to unlawful action which may result in a life of crime.

Boys of this age, however, do like adventure and mystery. But do not give them books of this type that would harm them for life. It has been stated that approximately 35 per cent of adventure books written for boys are wholly undesirable. They result in producing a perverted reading taste as well as a false sense of reality. These are the books I warned you against earlier in this paper. There are plenty of good books on these subjects. Give them the classics and you will be safe. At this age, too, interest in science and invention as well as travel increases. Encourage this interest as much as you can.

#### Age for Biography

Now we come to the age when a boy's reading interests approach a climax of intensity; namely, the age of twelve years. Almost all types of books are in demand. This is the age when the boy especially enjoys projecting his own life into the life of the hero in the book. Therefore effort should be made to give the boy the best biographies it is possible to obtain. By this I don't mean that old, musty biographies written in scientific language that is difficult even for the ordinary adult to understand should be placed before him. This would soon kill all interest. Give him those written for youth in popular language. There is no healthier reading for a boy than these biographies. They are inspirational without being fantastic. The boy may emulate his flesh-and-blood hero in his own life for his hero's accomplishments are actually capable of imitation. If you will pardon me I might mention here my own book: *Pasteur: Knight of the Laboratory*, published by Dodd, Mead & Co., and which has had four printings in less than a year, as an example of the type of biography I have in mind.

Historical narratives have proved to be very popular. They are not only interesting reading but stimulate the study of history. Books of historical fiction have been the bone of contention among critics for many years, so care should be taken in their choice. Many lean too far on the side of fiction and the result is that they are worthless. Historical fiction is all right, however, if the history is written in an entertaining style with the introduction of a few fictitious characters, but general facts should be accurate.

Boys of this age are also interested in books treating of mechanics, inventions, science, and industry. It is a pity that we have so few books on these subjects written in a popular language that a boy can understand. This field is wide open for authors of juveniles. At this age, however, the really big field is still books on adventure, mystery, and physical prowess. He now demands more exciting feats, greater athletic accomplishments. His hero must be hardy and daring to the *n*th degree. Many boys, too, at this age turn to some of the old classics of the Dickens type and become absorbed in them.

At thirteen years of age there are not many new interests. The old interests are simply intensified. The only new interests are those which develop with the beginning of boys' hobbies. The boy, however, still dotes on

stories which satisfy the wish-fulfillment motive.

When a boy becomes fourteen years of age he becomes intensely interested in books that treat of those subjects which have become his hobbies, as radio, airplanes, model automobiles, model ships, etc. In other words he has taken on a mechanical turn of mind. Biographies, histories, and books on travel still have a great appeal. He begins to lose interest in adventure stories and reads books on athletics with more interest in the sport itself than in the hero.

The low ebb of reading interest in a boy's life is when he has reached the age of fifteen years. The old absorbing attention is gone and perhaps will never be regained. This is due to a great extent to the competition of high-school studies and other new interests. This is the age, too, when specialization sets in. Reading habits have now been formed to last throughout the boy's lifetime. For after he completes fifteen years of life the boy's reading interests are so matured that little

difference can be detected from adult reading.

In winding up this paper let me stress the fact that every boy should be encouraged to have his own library. The books need not be many but careful selection should be encouraged. The great intellects of history are those that were nourished in childhood upon a few good books read and reread. In conclusion let me quote from Ruskin.

"Have you measured and mapped out this short life and its possibilities? Do you know, if you read this that you cannot read that—that what you lose today you cannot gain tomorrow? Will you go and gossip with your housemaid or your stable boy, when you may talk with queens and kings? This eternal court is open to you with its society wide as the world, multitudinous as its days, the chosen and the mighty of every place and time. Into that you may enter always; in that you may take fellowship and rank according to your wish; from that, once entered into it, you can never be outcast but by your own fault."

## Books Indispensable to College English

Sister M. Bernita, R.S.M.\*

IN MY desire to work out for the literature courses a program of English readings that would open the riches of our Catholic heritage to our classes, to break away from the Protestant tradition cramping us these many years, I feared at first that such a course might be too radical, too revolutionary. Then along came Calvert Alexander and Father Herbert O. H. Walker. I gained courage.

Do we read aright the signs of the times when we suggest that the books in our college libraries indispensable for our English courses be selected with an eye on the Catholic tradition in literature? That we teachers exercise our prerogative of academic freedom by building yet wider and deeper our courses about the core of Catholic philosophy and culture, in the belief that reading for English is not merely the reading of so and so many *forms* of literature, but also reading to give tone to the student's Catholic belief which is to be his inspiration for life? History, education, science, religion, as well as literature in the artistic sense—may not the books selected for the English courses legitimately throw light on these? We are not suggesting that we neglect Thackeray or Dickens, Scott or Eliot, though we might think it well to point out to our students that Dickens's idea of Christ was not Christian, that the Scott who re-created the Middle Ages in the popular mind did so in spite of the wrong outlook he had on much that the Church stood for, that Eliot's view of the home was not that of the Divine Guest at the wedding feast of Cana.

#### Books Are Teachers

We will no doubt agree that a college professor questionably Christian will reveal his false philosophy over his desk. So with the author. Pen in hand, or finger on typewriter, the man *must* disclose his attitude toward life. Books indispensable for college English

in our Catholic colleges, should, I suggest, include a wealth of histories of literature, of essays, biographies, poetry, drama, fiction—revealing to the student the Catholic tradition, the Catholic philosophy, the Catholic living for which our Catholic colleges exist. In our desire to measure up to the requirements of the North Central Association we should gain courage from the pronouncement of Father Mallon of the St. Louis University insisting that we have *not* the same objective as has the state university; that our whole outlook on life is different, is directly opposed to the pagan evolutionary foundation on which the secular college is built; that in the light of *our* objective, if the books in *our* libraries serve the attainment of our goal, the accomplishment of our ideals, the North Central should not object. *Number* of books is not the only criterion; more important is the *kind* of books.

The deans of Catholic colleges know how difficult, how important is the problem of securing lay teachers whose philosophy of life is in line with that of the Catholic college. Important, too, then, is the selection of those silent teachers, the books on our library shelves, designed for the English courses. Current writings by acknowledged authors interpreting current events in the light of Christian ideals and thought are no less important than are those of other times which tell aright the story of mankind in the past. A professor of journalism dropped from the faculty of one of our large Catholic universities at mid-term acknowledged, "Your exclusion of me is just. My Harvard education has made my philosophy antagonistic to yours." Let us not give place on our library shelves to writers of the same bias as the professor of journalism.

It is not our purpose here to speak of specific books on selected lists indispensable for college English. These can be obtained from various reliable sources, compiled by those more competent than I. Let it suffice here to discuss the need of those books. As with professors of ethics, so with writers: As one thinks, so does one speak. The student's

\*College of St. Mary, Omaha, Nebr. Paper read at the college round table of the conference of the Mid-West Unit of the Catholic Library Association, held at Marymount College, Salina, Kans., Oct. 14, 1939.

view of family life, for example, is all important in a civilization even now largely ceased to be Christian and which may conceivably lose altogether its general Christian tone. "The modern novel and newspaper and problem play," says Chesterton, "have been piled up in one huge rubbish heap to hide the simple truth that the real habitation of liberty is the home."

The writer's view of the state, too, is of paramount concern. Essential to our youth is the understanding of the nice balance between the state's duty of charity and that of justice. Take this question of the embargo now before us. Does our government's duty of charity toward two warring nations take precedence over its duty of justice to protect the lives of its own citizens? Is it not the legitimate aim of the English course to put into the hands and the heart of youth the literature that will through the essay, the poem, the drama, the novel, bring home the right and condemn the false views that lead to so much loose, dangerous thinking? You may object and insist that this lies within the province of the courses in philosophy, sociology, religion, economics, government, history. But if "literature is a verbal portrait of life," if it is a record and expression of human experience, should not the college English course make accessible to the student those works which lead not only to an appreciation of the beautiful in literature, but which throw light on the related activities of man in all his strivings after the *summum bonum*?

#### Give Truth a Chance

It is not the exclusion of any standard literature we ask; it is the inclusion in our courses—and hence on our library shelves—of those writers who are eminently fitting in a Catholic college. Do we make the most—just to mention one—of that master of prose style who today is as capable of inspiring the college boy and girl as he was when his students at Oxford hung on his words and went out to find the long road home, to rebuild their lost faith, to embark on a spiritual Aeneid? If we have Catholic writers equal in excellence to non-Catholics shall we fail the youth by failing to present him to those Catholic writers? Shall we let the Will Durants continue to lead youth astray in their view of marriage through the pages of weekly secular magazines, and not provide the antidote of a Chesterton, a Feeney, a Belloc, or a Ronald Knox? Those whose reading diet is the meager fare offered by our secular magazines exclusively cannot have the intellectual strength of robust Catholic attitudes. Let us at least serve our students with the more savory sustenance at hand in such mediums as *The Catholic World*, *The Sign*, *Thought*, *America*, and others, calculated to develop virile manhood and womanhood. We all deplore the fact that our Catholic people do not support as they should the Catholic press. Where is the solution? Our college men and women are presumably the leaders of the future. Are we giving them an appetite for the Catholic press?

There is, too, the matter of histories of literature or the historical introductions to the literature used in high school and college, written by those who have drunk so deep of the wells of sixteenth-century error that the instructor has to waste altogether too much of his own and his students' time explaining that, though the text says such things as "the renaissance in England was due to the great



From a Painting by Van E. Stuckelberg.

and good Elizabeth, the virgin queen," it just isn't so. I have spent a lot of energy in such delays before taking up with the class the reading of, say, *Henry the Fifth* or *Macbeth*, that I might send the class to some such books as Hollis' *Monstrous Regiment*, Desmond's *Mooted Questions of History*, Cobbett's *Reformation*, or Kaufmann's *Modern Europe* to find out the true Elizabeth and the facts in the case. Why not a literature series for high school edited by Catholic scholars? Here is a challenge for our Catholic universities!

When using texts put out by our Eastern secular universities, college professors have to spend half their time exposing the wrong philosophy of their authors. Should not, then, books indispensable to the college English course include histories of literature which do not misrepresent and misinterpret men and times? Shall we not, by securing them, co-operate with the spirit of the Holy Father's *Encyclical on the Christian Education of Youth* in which he insists that "the mere fact that a school gives some religious instruction does not make it a fit place for Catholic students but that all the teaching and the whole organization of the school and its teachers, syllabus, and textbooks in every branch, be regulated by the Christian spirit," and "that every subject taught be permeated with Christian piety?"

#### Read Catholic Books

As Father Walker says: "English literature has too long been the voice and the record of Protestantism. To think Catholicity we must read Catholic books." Is it not the duty as

well as the privilege of the English department in our Catholic colleges to furnish these Catholic books? A man's utterance reveals what he is. One cannot write better than he can think. And since, as one has put it, "An informed citizenry is a bulwark against the inroad of undemocratic philosophies," should not the English courses in the Catholic college regard as indispensable those books in which the student may steep himself in Catholic attitudes and ideals?

Chesterton has it: "We can't be neutral!" If, as the *English Journal* states: "The average American reads fewer than five books annually," should we not acquaint our students with virile Catholic literature that they may spread abroad the good evangel of such reading? Spalding insists that: "Our life is controlled and directed vastly more by what we feel than by what we know" and that: "Those are the mightiest in whom the power of religion is blended and interfused with the power of culture." "To put students as soon as possible in the hands of the great thinkers to enable them to stand humble, uncovered in the living presence of the saints, who make up the intellectual company—that should be the common goal of all who teach." And it is Brother Leo's dictum that: "The religious conception of existence is the 'open sesame' to the spacious treasure house of the written word, to the imperishable record of what through all the ages man has thought and felt in terms of beauty and of truth." Shall we Catholic teachers of college English be, as someone has said: "like horses knee deep in clover, thrusting their heads through fences to nibble strange weeds on the other side?"



# The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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## In Plato's Cave

In Plato's *Republic* there is a very famous description of men in a cave who see only the shadow of a shadow. The picture Plato draws is something like this: Imagine human beings living in an underground den which is open toward the light. Imagine, too, their living there from childhood with their necks and legs so chained that they can see only into the den. Behind them is a fire. Between the fire and the prisoners there is a raised way with a wall built along it "like the screen over which marionette players show their puppets." Along this way behind the wall people pass holding images of men and animals of wood and stone. The figures carrying the images are talking. The chained figures see only the shadows of the images which the fire throws on the wall of the den.

That's a long introduction for what we are going to say, but the subject matter is worth it. We have received reports from several parts of the United States that often in Catholic summer schools courses are conducted in the following manner: A textbook is at the basis of the course. The teacher assigned to the course makes a digest of it. The digest is made the basis of the class lecture. A student works hard taking notes; i.e., contemplating the shadow of the image. Sometimes these digests are given in mimeographed form.

If such methods still persist, this mere description of the process should be enough to condemn it and to lead to its abandonment. Where textbooks are made the basis of a course, the students should have the opportunity to study them directly and get their own notions of what the authors are saying. This in itself will often be the shadow of an image, but it will be better than the reflected image of a shadow of an image.

Members of religious orders in their community summer schools should have the very best conditions and the very best materials for their work. If textbooks are made the basis of the course, the students should have individual access to these textbooks so that each individual can study them at her "own rate," and there should be provided competent teachers capable

of scholarly and effective guidance — not merely a member of the community with no special or adequate training.

We recognize clearly the source of the difficulty: Expense. But the underlying philosophy should be the superiority of effective religious consecration in the service of human beings to the expense. It is possible to save money on summer schools and get an inferior or ineffective religious service for the life of the religious. It is possible to spend money for summer schools for more effective service for the glory of God.

In Catholic Education especially — as indeed in all Education — we should be satisfied with nothing less than the best. — E. A. F.

## Social Services and the Schools, No. 5. *Health and Education*\*

The responsibility of the school for the program of health education is no small one. Let us see what is included in such a program. "It consists," says our report, "of educating the child and his parents in the essentials of good health care, determining health status, and providing an environment favorable to learning. In none of these areas does the school exert the only good influence upon the child; its efforts are *supplemented* by the work of numerous health organizations" (p. 68). The school health program includes such services as:

1. Health Instruction (including Health Guidance).
2. Health Examinations.
3. Medical Attention.
4. Communicable-Disease Control.
5. Promotion of Mental Health.
6. Provision of Healthful Environment.
7. Health Supervision of Teachers and Employees.

The personnel needed for this service includes the classroom teacher and other educational personnel — doctors, dentists, nurses, psychologists, and psychiatrists.

This is the school program, and health is a major educational objective. There is, however, no proposal here for ultimate unification of the forces dealing with public health and public education. In fact, there is a nice sense of discrimination of the services that public schools can render and that which can be rendered by public health authorities. It is possible that some of the reasoning of this section might apply to public library service and more obviously to public recreation service.

School health work, it is thought, was originated as a means of control of contagious disease. School inspection work probably began in Elmira in 1872, but progress was very slow, and really effective programs were not initiated until after 1900.

The school health program includes daily inspection for deviations from normal health, medical and dental examinations by school doctors and dentists, but diagnosis and treatment and care are home responsibilities. The text says it is a well-established principle that "the school health service should do nothing for the child that can be done effectively by the family, unless it is something primarily for the education of the child or his parents" (p. 77). A significant supplementary point of view is given in this sentence: "Convenience in reaching many children through the schools does not constitute a valid reason for school authorities to take over this responsibility" (p. 77).

\*The fifth of a series of editorials on *Social Services and the Schools*, the report of the Educational Policies Commission of the N.C.E.A.



Another point in the school program, and one especially significant in Catholic schools, because it is sometimes neglected, is the policy of promoting the health of teachers. This should be done because it is an aid to efficiency, it is a responsibility of the employing group, and it is a protection to the children.

The school health program must provide a healthful environment in the school and playground, and it must especially be concerned with mental health. On the physical side there must be "proper heating, lighting, ventilation, cleanliness, type and arrangement of desks and chairs, facilities for maintaining high standards of personal hygiene, and similar things." There must be, too, a favorable "arrangement of classes, opportunity for relaxation, length of classes, and lunch periods, and provision for play time."

Here we see the many interrelations of health and education. These services should be available in private and parochial schools as well as in public schools, and should be provided by public health authorities, though there may be a well-organized integrated service for the public school system itself. In the general problems of public health, the schools are in a position to cooperate very effectively and in their health instruction programs to lay an intelligent basis for preventive public health programs. The role of the school is seen to be supplementary rather than primary. Its function in the public health program is to assist. In keeping the school health program in this relation to the general public health program the authors of the report follow some excellent advice of their own; namely, "in the long run, the interests of public education will advance further where school authorities refrain from incurring obligations to provide noneducational services." — E. A. F.

## Are Textbooks Necessary?

We read, particularly on the college level, of the futility of textbooks as a means of education, and we sympathize with the motive and the conception of education that inspires the criticism. On the other hand, as we look at the actual conditions of college education, it is fortunate indeed for many college students that there are so many good college textbooks. Compared with a good deal of the instruction which wanders off into the personal experience of teachers and their personal claims to scholarship, the comprehensiveness, orderliness, and considered statements of the textbook is a boon. It often saves the situation. While the regurgitation of teacher's notes is the sure road to an "A," an understanding and mastery of the textbook is of more service to the student's future.

Because of the narrower range of the knowledge on the lower levels, teachers, or, perhaps, it is the administrators, often think they can get along without textbooks. This is a delusion. A good teacher is saved much time and energy by a good textbook and uses the class time more effectively than in writing on blackboards or dictating to the class the material of textbooks. And she saves her out-of-school energy for more professionally and personally constructive work than endless reproducing or condensing of the material for class.

A poor teacher is helpless without a textbook. Because of her lack of success she consumes time in dictating notes or filling blackboards with material to copy. Her content is likely to be poorly organized, and even deficient on many points. If she has a good textbook, she has a backbone for her instruction and if she has the germ of improvement, it has a chance to develop.

For both types of teachers the rich textbook with its many details, its illustrations, its interpretations is much to be preferred to the outline textbook, which has in barest form the skeleton of the instruction. If the text is actually in outline form rather than in regular sentence and paragraph form, the "bones" are likely never to acquire any real "flesh," and the form of knowledge is likely to result rather than the reality.

Your best classroom ally under the ordinary conditions of class instruction is a good textbook in the hands of each child. Textbooks are less expensive than an equal amount of material of your own devising and choosing (watch the copyright laws) and they save you the mechanical drudgery of the work for really constructive *learning* activities on the part of the student. — E. A. F.

## Our Summer Schools: An Examination of Conscience

We have received a very interesting communication proposing a discussion of the problem: Is the summer school in the ordinary religious mother house a genuine educational service, or, because of its inbreeding, is it not an educational detriment? The question is complemented by the further suggestion that many of the teachers in summer schools are there primarily because they are members of the order who have much experience and little scholarship.

This was a rather startling communication which raises a really important question. Undoubtedly it is based upon an actual condition in *some* places. We should not "get mad" about the question but examine the situation.

A related question raised concerns the comparative merits of university and mother-house schools. We are leaving this question too in the problem status, but perhaps a word may be said about the general problem. The mother-house summer school was devised, in many cases, as an economical, if not always an educationally effective, substitute for the university summer school. We do not, however, maintain that the offerings of many of our summer schools, in range or quality, might not be considerably improved. This situation comes about, occasionally at least, by paying summer-school teachers a certain proportion of student fees — an unwise educational policy.

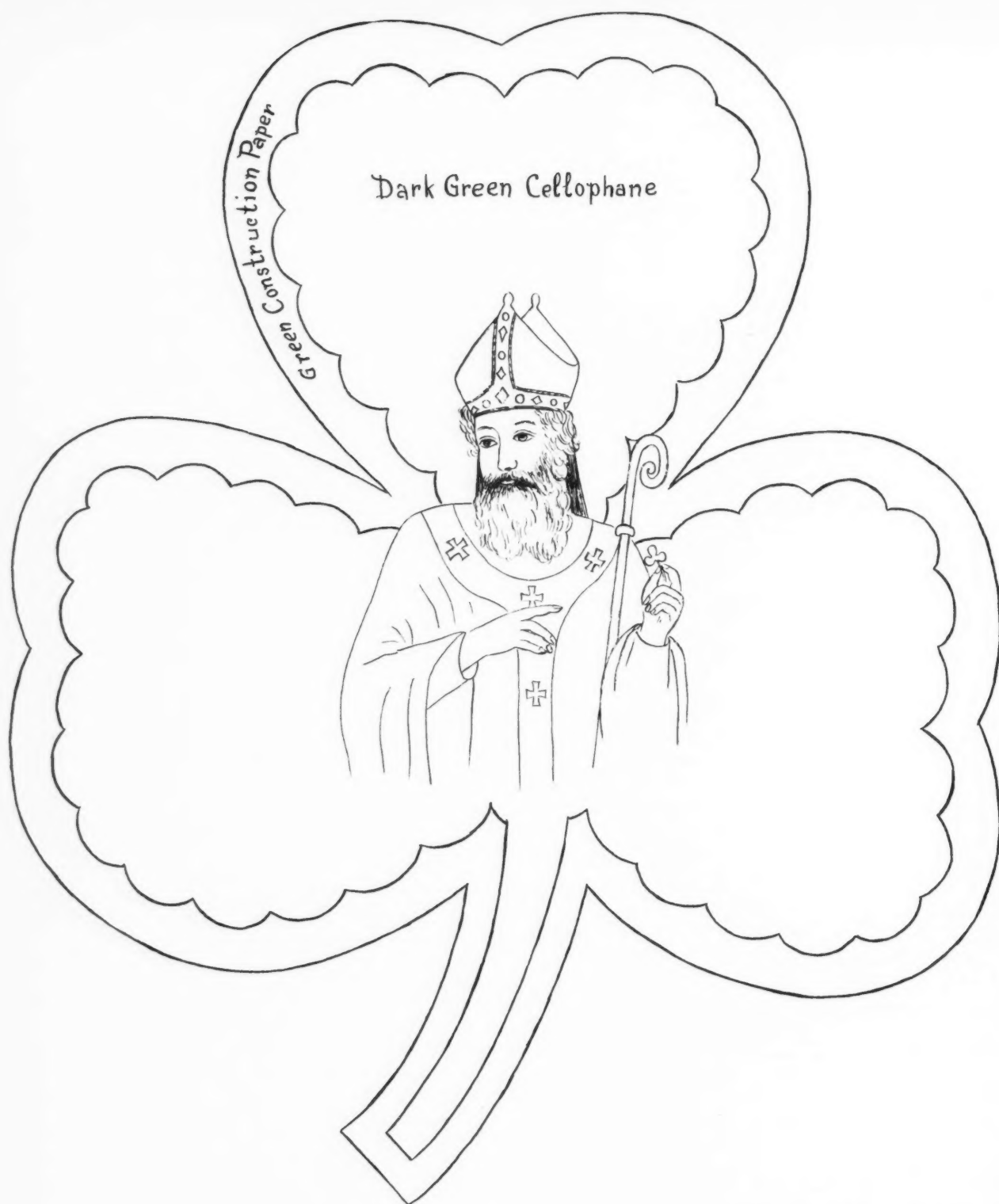
Why not examine our conscience about our summer schools? — E. A. F.

## The Book Salesman

We usually say a good word annually about this time for the book salesman. Hail to him! He does the pedestrian work of getting to children the best tools for the education of children. He is opportunity knocking at your door. Fortunately for you and for children he keeps knocking at the door even after he is refused and rebuffed. He is doing an important educational service. He is part of the educational system. Without him we should be very much poorer; let us be richer for the opportunities he offers, and for the knowledge he has for us.

See him the next time he knocks at your door! You will find him a fine gentlemanly type (or she may be a woman who can give you a fine demonstration of what teaching is), informed about books, courteous, and very cooperative.

In seeing him you are not conferring a favor, you are doing a kindly human thing in the line of your duty. — E. A. F.



*A St. Patrick Window Transparency.*

— Sister M. Anthony, C.S.J.

*Directions: Use dark green "Cellophane" for the shamrock and green construction paper for the outer frame. Trace or hectograph the outline of St. Patrick on white drawing or water-color paper. Have pupils outline the tracing or hectograph copy in black India ink. Then let them color, cut out, and mount as shown in the design.*

*Suggested Color Scheme: Miter and vestment, yellow shaded with orange; face and hands, flesh tint or light orange; hair and beard, brown; crosses in vestment, red; jewels in miter, blue and red; crozier, brown. Either crayons or water colors may be used.*



# Practical Aids for the Teacher

## A St. Patrick's Concert

Sister M. Crescentia A.

### Characters

Father McGrath, Pastor; Miss Patricia Riley, Dramatic Coach; Grammy Finnigan, An Old Lady.

Girls of Grade Eight: Mary Doyle, Sheila Burke, Maureen Brady, Bridget McCarthy, Kathleen Conley.

Boys of Grade Eight: Patrick Donovan, Mike Ryan, Patrick and John Rogan, ten or more smaller boys, fairies—any number of little girls, Workman.

### Scene One

[Two or three small tables on stage. Six girls seated at tables sewing on crepe-paper hats. Many little things around giving appearances of a busy workroom. Girls singing, "Come back to Erin," as curtain rises.]

MARY: There! My hat is finished. [Puts it on, rises, and looks in mirror.] How does it look?

NORA: Nobby, Mary. I hope mine will look as stylish.

BRIDGET: A few more stitches and mine will be done.

KATHLEEN: Oh, dear! [Jumps up quickly, finger in mouth.] Another needle broken!

SHEILA: You seem to be having a hard time. Give me your hat, I'll finish it.

KATHLEEN: Thank you. That's a relief.

MAUREEN [Looks at wrist watch]: Why, girls, it is almost ten o'clock and Patricia is not here yet.

PATRICIA: Yes, I am. Good morning, G'rls!

GIRLS: Good morning, Patricia!

PATRICIA [Removes gloves, hat, and coat]: Hats all done?

MARY: Almost. Don't you think they look pretty? Hold them up, girls. [All hold up hats.]

PATRICIA: Sweetly pretty. Everything is almost ready for our St. Patrick's Concert tonight. We expect a large crowd. More than two hundred tickets have been sold. Miss Brady, who never goes anywhere, is going.

MAUREEN: Really!

BRIDGET: Did you give her a ticket, Patricia?

PATRICIA: Yes, she is so pitifully poor and so very lonely. No one bothers with her. If she sees the children dance, and hears the Irish songs, it may cheer her up a bit. If you girls know of any other poor person who cannot attend our concert for want of money, let me know. I'll send her a ticket.

SHEILA: That is sweet of you, Patricia.

PATRICIA: If we do a little charity, the Lord might send us a St. Patrick!

MARY: A St. Patrick!

PATRICIA: Yes, a St. Patrick! In our last act I want a boy to impersonate St. Patrick. But I haven't any boy.

MAUREEN: Take one of my brothers. I have seven.

BRIDGET: And I have three.

KATHLEEN: And I have five. Why, there are many, many boys.

PATRICIA: Yes, I know, there're boys enough but can any of them tell a hundred and one things about Ireland and St. Patrick? [Pat enters, stands at back unnoticed.] Can they

tell about the shamrock and the Irish flag?

NORA: I don't understand, Patricia.

PATRICIA: Well, it is like this: I just came from the rectory. I asked Father McGrath if he would please lend me some things to dress up a boy as St. Patrick for the concert. He was horrified! "Would you have a harum-scarum, as most of the boys are, impersonate the greatest Saint in all Ireland? What do they know about St. Patrick, the Irish flag, the holy shamrock? If you can find one, send him to me." So, what can I do? [Pat retires from stage, still unnoticed.] It is too late now to teach a boy all about Ireland. I'll have to use a statue, and I just don't want to. I'm so disappointed!

MARY: Don't worry. Maybe something will turn up.

SHEILA: We'll pray to St. Patrick. Won't we, girls?

BRIDGET: Yes, Patricia, we'll pray.

PATRICIA: We had better start our rehearsal. I'll call the children in and ask Margaret to attend to their dresses.

NORA: Are we going to the hall now?

PATRICIA: When I return, you girls may have your rehearsals here. Change your dresses. I'll return in about ten minutes.

NORA: We'll be ready. Come, girls. [Patricia goes off Right, girls Left. Whistling is soon heard outside. Pat enters carrying a big book. Looks around.]

PAT: Everybody has gone. I'll make myself at home. [Sits down, opens book, reads aloud.] "The anna'n an Dha. But there it is—

The dawn on the hills of Ireland!

God's angels lifting the night's black veil.

From the fair sweet face of my sireland!

O Ireland, isn't it grand you look—

I bid you the top o' the mornin'!"

[Pat turns a few pages and reads again:]

"Whether kneeling in little mountain chapel

at home, or in splendid cathedral abroad,

whether living in peace in his cottage, or defending his country at the battle front, the

Irishman fearlessly stands before the whole

world, and unhesitatingly proclaims that his

greatest pride and his greatest glory is the

heritage that was given him by St. Patrick—

our Holy Catholic Faith." [Closes book.

Looks off into distance a few seconds.] How

proud Mother would be if I could impersonate

St. Patrick tonight. She works so hard since

Daddy died, and is so sad and lonely. [Bows

head, thinking.] Yes, I will. [Stands.] I'll go

to the meadow and study this book about

Ireland. This afternoon I'll visit Father Mc-

Grath and tell him all I know. [Looks around.]

I must go before anyone sees me. [Goes off

stealthily. In a second or two girls return to

stage dressed in green dresses and hats, Irish

style. Whistling heard off stage.]

SHEILA: I hear whistling. Listen! [Hears

it again.]

MAUREEN: That's Mike. [Enter Mike and

Patricia. Mike is dressed in green suit, tall

hat with shamrock on front, stiff high collar.

Carries a cane.]

PATRICIA: My! but you look sweet, girls,

and Mike looks grand. He is going to say his

piece now. Be ready to dance when he finishes.

Are you sure, Mike, you know your piece well?

MIKE: I said it in the pasture just awhile back to my cow.

PATRICIA [Laughs]: Be sure you make a bow.

MIKE [Moves to center of stage with great dignity. Speaks with brogue if possible]:

### McGINTY

Such a swate charming crature was Kitty O'Toole,

The lily of fair Tipperary.

With her cheeks like a rose and her eyes like two sloes

And her figger as nate as a fairy's.

I saw her one day-ach, she looked like a quane,

In the glory of swate one and twenty,

As she sat with McGinty's big arm 'round her washt,

Bedad! How I envied McGinty!

Six months after that in the swate month of June,

The boys and the girls were inoited By Larry O'Toole in the cabin beyond,

To see Kate and McGinty united.

And when in the church they were joined into one,

And the praste gave them blessings in plenty, And Kitty looked swater than ever before,

Bedad! How I envied McGinty!

But little time passed along, and McGinty he died

Sure me heart was all broke up with pity, To see her so mournful, and lonesome and sad,

So I wint and got married to Kitty.

And now as I gaze where McGinty is laid,

Wid a stone at his head, cold and flinty,

And lying so peaceful and quiet and still,

Bedad! I still envy McGinty!

GIRLS [Clap hands]: Fine, Mike, fine!

PATRICIA: Now for your dance and song.

Please move the tables back. [All move things to side and back of stage. In the middle,

Mike. Music starts as all form in line near front of stage.] Ready, sing. [All sing, "The

Wearing of the Green." After first stanza,

they dance the Irish breakdown or some other Irish dance. Sing second stanza, moving to

back of stage as they near the end.]

PATRICIA: That's fine! We'll continue our

rehearsal this afternoon at two. Before you

change your costumes, I wish you would make

a little call on Grammy Finnigan. She would

love to see you in Irish dress.

MIKE: Come, girls. Let's hurry. [All leave

but Patricia. She moves a table to center front

of stage, places a chair, sits down facing front.

Aloud.] The children do their parts well. If

I only had a boy dressed as St. Patrick!

Dear Blessed Mother, hear my prayer. [Puts

elbows on table, rests head in her hands as

curtain falls.]

### Scene Two

[Sitting room. Grammy Finnigan, a sweet-looking old lady, sits in rocker. Shawl over shoulders, cap on head. Knitting in her lap.

Knock is heard.]

GRAM: Come in. [Girls and Mike enter. Mike keeps in background.]

MARY: Top o' the morning, Gram! We came to show you our costumes that we are going to wear at the concert tonight.

GRAM: God bless ye! But ye look fine.

SHEILA: Look at Mike, Gram. Come here, Mike. *[Mike comes forward and makes a most profound bow.]*

MIKE: Look at me now in me new suit.

GRAM: Bless my heart! What a fine looking lad ye make. It does me old heart good to see ye all looking so fine. What are you going to do tonight, Mike?

MIKE: Dance *[he does a fancy step]* and sing.

NORA: Mike is going to speak a piece, too. He'll say a second one if the audience is pleased. He has a wonderful memory, Gram.

GRAM: I would love to hear you speak, Mike.

BRIDGET: Say "Paddy and the Parson" for Gram.

MIKE: In front of all you girls?

NORA: Silly! Didn't you speak over in the workroom in front of us? There will be more than girls listening tonight.

MAUREEN: Time's flying, Mike. Hurry! You know we have another rehearsal at two. Come, girls, let's sit down. *[Five sit on low stools or on floor at Gram's feet. Nora stands behind Gram's chair.]*

GRAM: That's a good boy, Mike. Speak away.

MIKE *[Takes hat in right hand, makes a low bow. Puts hat on side of head:]*

### PADDY AND THE PARSON

Says the Parson to Paddy:

"Your cow is a bad looking baste.

What makes her so scrawny and thin?"

Replied Paddy: "No wonder!

The crathur get hardly a taste;

Sure my land is not worth a pin.

This place I pay rint for is nothin' but mountains and bog.

And the grass is both scanty and poor.

Ah, but if I had only the good grass to give her, begog.

She would be as fat as your own, I'm sure."

Says the Parson to Pat:

"Well, Pat, you may send your cow up to my farm.

And there let her eat her fill;

And all that I ask for her grazing won't do you much harm—

In fact, 'tis to help you it will.

Just come to my services next Sunday—ah, don't be a slave

To Father Maguire and his Mass!

Come and hear me expounding the Bible; your soul you may save.

And remember—your cow's on my grass."

Well, up went the cow to the minister's farm. And thin

Came Sunday to puzzle poor Pat.

Oh, he went to his usual Mass with the rest of the men.

Faith, he thought he'd be sure to do that.

But thin as the day wore along and he thought of his "baste"

He didn't know just what to do.

"Arrah, sure, his ould sermon," says he, "wont hurt me in the laste"—

So he went to the Parson's church, too.

But of Pat's double dealing on Monday the Minister heard

And hastened to take him to task.

"Oh, Pat, you villian," says he, "you have broken your word!

What's the meaning of this, may I ask?"

But Pat was demure though his eyes gave a comical roll.

As he made this remark with a bow.

"Your honor, I wint to my church for the good of my soul,

An' to yours for the good of my cow!"

GRAM: Fine, fine! Now dance for me, Mike.

MIKE: Come, you girls, help out.

MARY: We'll sing. Nora, you dance with Mike.

NORA: All right. Sing "The Kerry Dance." *[Girls sing as Nora and Mike dance.]*

GRAM: Will you sing, "That's an Irish Lullaby"?

MARY: Oh, I love that. Let's all sing it. *[All stand in line, Mike in the middle.]* Ready! *[Each has arms around her partner, and all gracefully do a little dance step as they sing. Gram sits up straight and moves head to and fro keeping time with the music.]*

MAUREEN: Gram, ask the fairies to send us a St. Patrick for our concert tonight.

NORA: There aren't any fairies.

MIKE: Of course there are, hundreds of them.

NORA: I don't believe it. There aren't any fairies, are there, Gram?

GRAM: Yes, dear, there are fairies.

MIKE: I told you so.

NORA: What do you know about fairies? Only girls know about fairies.

MIKE: Is that so. I know all about them, where they came from, and how they came to be fairies.

NORA: Ha, ha! Did you ever see one?

MIKE: No, but I heard one.

NORA: Where?

MIKE: I heard the Banshee.

NORA: What's that?

MIKE: It's a fairy. She makes a mournful, weird sound at night sometimes. I heard her one night coming home from Pat Dugan's. Was I scared! I rushed into the house shouting, "The Banshee! the Banshee!" Mother said someone was going to die if it were really the Banshee I heard. The next morning before any of us were up, Bob Dugan was pounding on our door shouting for mother. "Pat is dead. Won't you come over? Quick!"

NORA: Really, Mike.

GRAM: Where do you say the fairies come from, Mike?

NORA: Let's sit down. *[Girls sit at Gram's feet again.]* Tell us now, Mike, and maybe I will believe there are fairies.

MIKE *[Sits on stool, boy fashion, partly facing Gram and girls:]* Well, it's just like this. Before Adam and Eve were made, the angels had a great battle in Heaven. One third was for God, one third for Lucifer, and one third for neither side.

NORA: The Catechism says two thirds for God and one third for Lucifer.

MIKE: Well, this is a legend. Do you know what that is?

NORA: Yes, a story that you may or may not believe.

GRAM: Go on, Mike.

MIKE: As I was saying, when Lucifer, in his pride, wanted to have equal say with God in all things, there arose a rebellion because God wouldn't give him his way, and the Archangel Michael took up the cudgels for God. The angels then divided themselves into three parts, one wing fighting for Lucifer, and one with St. Michael, and the third remaining without prejudice till they'd see how the war went, taking no part at all, at all. Michael, behold you, when he won out and defeated Lucifer and his rebels and cast them into Hell, turned his attention to them that

hadn't chosen to be fish, flesh, or good red herring. "By reason you didn't actually raise hands against God," Michael announced, "you don't deserve Hell with the clan-jaffy I've sent there. But because you didn't do your duty, and stand for God when His Will was rebelled against, neither should you have Heaven. So," says he, "from Heaven you must begone!" And they were downcast at the sore sentence given them.

"And where it is you'll exile us to?" says they. "In pity for you," says Michael, who, like all Irishmen, had a kindly spot in his heart, "I'll let you make your choice of all places in the world, outside of Heaven and Hell." "Then," says they with one voice, without pause or hesitation, "if we must lose Heaven, we want to go to the delightfulest place in all the world, and the place that is nearest to Heaven. Send us to Ireland." So the fairies are spirits who honor Er.n's Isle by choosing to abide in its raths and on its green hillsides, and its heathery moors, and its wooded glens, which should always remind them of their Heavenly home they lost long ago. Now, do you believe, Nora, there are fairies?

NORA: Yes, Mike, I think so.

GRAM: Mike, you have a powerful memory, God bless you!

MARY: Listen! *[Angelus rings off stage.]* My goodness! It's twelve o'clock.

*[All stand except Gram, fold hands, and bow head as if saying the Angelus.]*

### Scene Three

*[Setting same as Scene One. Patricia sits at table looking over list of names.]*

PATRICIA: Mary, Nora, Maureen, Kathleen, Sheila, and Bridget, hats and dresses finished. Mike. He's all ready for tonight. Thank goodness for that. Pat Donovan. There, that's a lad I haven't seen today. His mother works out all day. His suit is probably not finished.

ROSE *[Very small child comes in crying. Wears fairy crepe-paper dress which hangs down on one side as though torn:]* My—dress—caught—on—a nail—and is—is torn. *[Cries hard.]*

PATRICIA: Don't cry, dear. Maybe I can fix it. Here, stand up on this stool, and I'll sew it. *[Helps child on stool. She is still crying.]* Please don't cry, Rose, any more. You won't look pretty tonight. *[Patricia wipes child's face with handkerchief.]* Look at me prettily now. *[Child looks at her very seriously.]* Can't you give me a sweet smile? Please? *[Child smiles sweetly.]*

ROSE: I can sing, Paddy.

PATRICIA: Can you, dear. Sing for me while I mend your dress.

ROSE *[Without piano, sings:]*

Oh! Paddy, dear, and did you hear the news that's going round.

The shamrock is forbid by law to grow on Irish ground.

PATRICIA: That's fine, Rose, and your dress is as good as ever. You had better go back to Margaret now before she goes to the hall.

ROSE: Thank you for fixing my dress. *[Rose leaves as Mike enters with very small statue of St. Patrick in his hand.]*

MIKE: Here, Patricia, Father McGrath sent this statue to you. It's for the concert.

PATRICIA *[Looks at statue horrified:]* Have I to use that? Why, that couldn't be seen a few yards away!

MIKE: Father says you may not have the big one. It might get broken.

PATRICIA: What shall I do? I just can't use that!



MIKE: John and Pat Rogan have a big one at home. I met them on the way over. I knew you wouldn't want that little one, so I asked them to ask their mother if you might borrow theirs.

PATRICIA: That was thoughtful of you, Mike.

WORKMAN: Pardon me, Miss Riley?

PATRICIA: Yes.

WORKMAN: I'm sorry to tell you the stage can't be used this afternoon.

PATRICIA: But I must have a rehearsal! The concert is—tonight!

WORKMAN: Yes, I know it is. We had to take up part of the floor trying to repair the footlights. We'll be through as soon as possible. [Leaving.] I'll let you know when the stage is ready. [Leaves.]

PATRICIA: Thank you.

MIKE: Too bad!

PATRICIA: No statue, and now, no rehearsal! [Loud noise off stage.] What's that?

MIKE: I'll see. [Looks off side of stage.] John and Pat carrying a statue, and it's a big one. [Boys bring in large statue of St. Joseph in a cart.]

JOHN: We brought you a statue for the concert. [Patricia looks at statue speechless.]

PATRICIA: That was kind of you, boys, but that's St. Joseph. I need a St. Patrick.

JOHN: Mother says people won't know the difference.

PATRICIA: Oh, but they would. St. Patrick is dressed as a Bishop with miter and crozier.

PAT: Couldn't you put a miter on him? [Points to statue.]

PATRICIA: No. Tell your mother, boys, I'm sorry I can't use it. Mike, please, help them to take it home. Thank you, boys, for trying to help me. I'm truly grateful.

MIKE: Come on! [Three boys go off with St. Joseph.]

PATRICIA [Sits down at one of the tables]: Such a day as this has been! [Rests her head in her hands for a few seconds. Gets up quickly.] This will never do. I must keep on going. If I move these things out of the way the little ones can have a rehearsal here. [Nora, dressed in Irish costume, enters from left. Patricia moves things quickly.]

NORA: The fairies are all ready. Do you want them now?

PATRICIA: Yes, Nora. Tell Margaret to let them dance in from the hall. [Music plays. Ten to twenty little girls dressed as fairies dance in forming semicircle. They sing a pretty fairy song, and dance some simple dance if space allows. Music stops at end of dance.]

PATRICIA: You did very well, children. Do

you think you can dance off now as prettily as you came in?

CHILDREN: Yes, Miss Riley.

PATRICIA: All ready. [Music plays, children dance off.]

MIKE [In Irish costume]: Do you want the boys now?

PATRICIA: Yes, Mike. Lead them in. [Music is played. About a dozen boys dressed like Mike march in. All carry canes. They form a straight line across front of stage. Then, with motions they sing, "When Irish Eyes Are Smiling," "The Dear Little Shamrock," or any Irish song. March music again, and boys march off.] How sweet one of those boys would look dressed as St. Patrick!

WORKMAN [Worried looking]: Miss Riley, will you please come to the hall?

PATRICIA: Has something gone wrong?

WORKMAN: I fear you can't have any stage lights tonight.

PATRICIA: No stage lights! What next!

#### Scene Four

[Priest's office. Father McGrath seated at desk writing. Maid enters.]

MAID: Pat Donovan wishes to speak with you, Father. I asked him if I might take the message, but he said, "No, I must see Father himself."

PRIEST: It must be important. Send him in.

MAID: Yes, Father.

PAT [Enters carrying small shamrock plant and his big book]: Good afternoon, Father. Here is a shamrock plant for you.

PRIEST: For me!

PAT: Yes, Father, I bought it for you.

PRIEST: Thank you, child. That was nice of you. Now what can I do for you?

PAT: I want to tell you I've been studying all about Ireland and the great St. Patrick. He was a great saint, wasn't he?

PRIEST: Indeed he was. Sit down, Pat. Were you named after St. Patrick?

PAT: Yes, Father, and I've been praying to him for a special intention.

PRIEST: Do you think he is going to answer your prayers?

PAT: I hope so. Won't you ask me some questions about St. Patrick? I would like to try to answer them.

PRIEST: And if you can answer them, what then?

PAT: I have a big favor to ask you.

PRIEST: Oh, I see. You came to be examined. Did Miss Patricia Riley send you here?

PAT: Oh, no. She doesn't know I'm here or that I intended to come.

PRIEST: Good. Well, let's begin. What do you know about St. Patrick?

PAT: When St. Patrick was about sixteen, he was stolen from his father and mother in Scotland, and brought to Ireland to tend swine for one of the chiefs. Sometimes he was awful hungry and cold. He didn't have warm clothes as I have.

After a few years he escaped from Ireland and returned to his people. He studied hard and became a priest. He loved the Irish people, so he received permission from Pope Celestine to return to Ireland and convert the people. He went all over Ireland preaching about our Lord. He built many churches, too.

PRIEST: Very good. What else can you tell me?

PAT: When St. Patrick taught about the Unity and Trinity of God, he used a shamrock. There's a poem about it in this book. [Opens book and reads.] I'll read it to you.

"When Pagan Kings on Tara's hill enthroned, The truth disputed,

St. Patrick stooped and plucking from the sod

The Shamrock, through it taught the Triune God."

PRIEST: True, true. You have read well, Pat. Did you ever read why the harp is on the Irish flag?

PAT: Yes, it was an Irish god who made the harp and played upon its strings. The god's name was Dagda. Once when he was walking beside a lake, he saw a beautiful maiden and wished to marry her. The maiden feared him and ran away through the forest. Dagda followed her, but she ran faster. At last they came to a beautiful curving beach, where the waves washed the yellow sands.

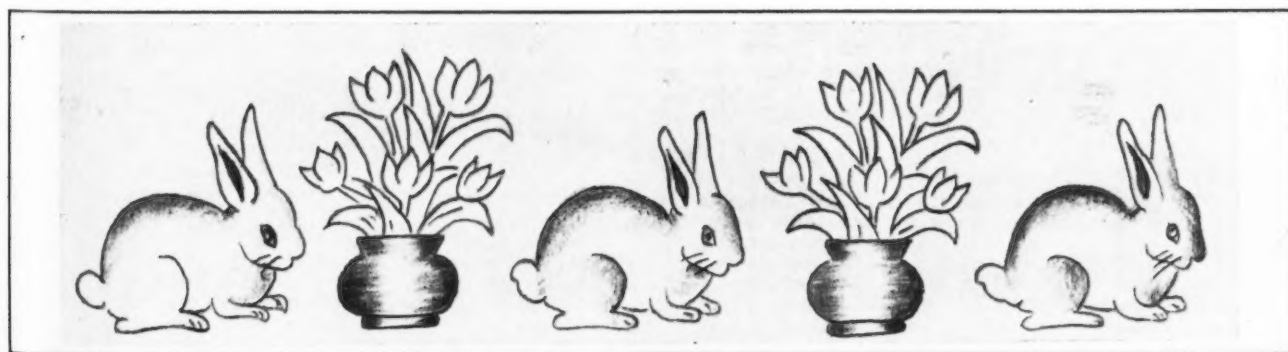
As the maiden fled swiftly across the wet sands, she heard a strange, mournful sound; she stopped to listen to the music.

The bones of a fish lay on the sand at her feet, and the dry skin, stretched from rib to rib, made a harp for the wind to play upon.

When Dagda saw that the sweet sounds pleased the maiden, he took a piece of wood and made a harp after the same pattern, playing upon the strings with his fingers as the wind had taught him. After that the maiden followed him gladly for love of the music.

It was the first music ever heard in all Ireland, but since that day there are harpers from one end of the land to the other. The harp is on the green flag to show that the Irish people are proud of the sweet songs of Erin.

PRIEST: Very good, very good. One more



March Blackboard Border.

Color rabbit white with pink ears and eyes; tulips, pink; leaves, green; bowl, brown.

Sisters M. Rita and M. Imelda, O.S.B.

question. Is it true that St. Patrick drove the snakes out of Ireland?

PAT: I learned from this book that he stood on the Croagh Patrick, over in Country Mayo, and drove all the snakes out of the whole country into the sea. Some say there was never a snake in Ireland, and some say St. Patrick drove them all out with one stroke of his big stick.

PRIEST: You have answered well. What is the favor you wish to ask me?

PAT: I wish [hesitates] I wish—

PRIEST [Very kindly]: What is it you wish, Pat?

PAT: Please may I be St. Patrick in Miss Riley's concert tonight?

PRIEST: So that's it! [Laughs.] A St. Patrick you wish to be. Why, Pat?

PAT: My mother works very hard since Daddy died to send me to school. Sometimes she is very sad. It would make her happy if her son could impersonate the great St. Patrick. I want to make her happy if I can.

PRIEST [Stands. Puts hand on boy's shoulder]: Pat, God bless you. St. Patrick you will be tonight. Let us go to the sacristy. I'll dress you up as a bishop, and a finer St. Patrick you won't find in all Ireland this blessed night. [Both leave stage.]

#### Scene Five

[A table and a chair at side of stage, with small statue of St. Patrick on it. In the back of stage in center have a high pedestal; a beautiful green and gold curtain hung above pedestal. The hem of curtain should touch top of pedestal, and be far enough back to leave room to place statue in front of it. The curtain should be so fixed that it can be drawn open easily. Behind curtain stands Pat, beautifully dressed as a bishop in green and gold. As curtain rises, Father McGrath is fixing curtain at Pat's feet.]

PRIEST: There! Patricia won't suspect there is anyone behind this. [Hears talking off stage. Looks.] Here she comes with the crowd. [Music starts. Fairies dance in followed by Mike and other boys. Larger girls at the end, followed by Patricia.]

PATRICIA: Good afternoon, Father. I'm sorry you had to wait so long for a rehearsal, but

we must be thankful that the men were able to repair the lights.

PRIEST: The children look very nice, and I'm sure you have worked very hard with them.

PATRICIA: They have been very good, Father.

PRIEST [Takes paper and pencil out of pocket. Goes to table and places chair]: Will you please sit here, Patricia, and check off the items on this list that you purchased at Reed's Store? [Places paper on table. Hands Patricia pencil.] I'll put this statue on the pedestal.

PATRICIA [As she sits down]: Must I use that statue, Father? It's too small.

PRIEST: It will do for this time. [Patricia, looking very sad, checks list while Father McGrath places statue on floor out of sight. Then he noiselessly draws cur-

tain open. Pat stands motionless with crozier in left hand, right hand raised as in blessing. Children all look surprised. Father indicates silence.]

PATRICIA: There. [Rises.] I've checked all I bought. [Moves, facing Pat, eyes still on paper.]

PRIEST: What's the matter with our St. Patrick?

PATRICIA [Looks up]: Oh! [Rubs eyes as though she can't believe what she sees. Rapturously.] St. Patrick! Oh! how beautiful! beautiful! Are you alive? [Steps nearer Pat. Pat bows his head a tiny bit, and looks pleasingly at Patricia, but does not smile.] Pat Donovan! [Turns to priest]: Oh, Father, I'm so happy! St. Patrick did send us a St. Patrick! All Praise to St. Patrick! [Orchestra instantaneously plays introduction to "All Praise to St. Patrick," and all sing hymn.]

## A Unit on Africa

Rae Brown Moody

The unit was intended for, and has been used in, the fifth grade; it could be used in other grades studying Africa. There is enough material for a six-week project but the unit may be used in whole or in part.

The major problem is:

Why is Africa interesting to us?

The minor problems are:

1. What animals are found there?
  2. What do the African people send to us? Do we send them anything in return?
  3. Why do so many flags fly over Africa?
  4. Why do tourists go to Egypt?
  5. If we could sail over the ocean to Africa are there any bits of beautiful scenery, any curious customs or people, any other things that we would like to see or study?
  6. What are the physical features of Africa that would cause or effect many of the above?
  7. Why is it called the "Dark Continent"?
- These questions are to be brought out through the entire development by sections, and are to be joined with the major problem under which they come.

#### A Map Exercise and Study

Draw three maps of Africa (or use printed outline maps). For a physical map, color the desert yellow, the jungles green, etc. For an economic map draw pictures in proper places representing date palms, ivory, gold, etc. For the political map tint sections lightly and put in flags of various nations controlling the sections. The three maps are to be filled in with colored chalk and carried on through the entire project, probably on the board. Individual copies may also be kept and the best ones may be posted on the class bulletin board. They should be filled in rather largely, with not too much attention to details, especially on 2 and 3.

#### Motivation

"I shall tell you a story this morning"—and proceed with "How the Camel Got His Hump" by Kipling, which will plunge the class into the very center of "the howling desert" and the reasons why the camel is a "howler himself." The story should be told rather than read, if possible.

NOTE: It should be understood that pronunciation and other difficulties will be cleared up as lessons progress but will not be taken up here. The word *resource* on the review chart is one example. Possibly the

children will not know what a "kingdom" is, and so on.

#### The Desert Region—King Sahara

Development. Emphasis on physical features.

1. How many have seen a camel? Where? What did it look like? Bring a toy camel into class. Probably here would come mention of the circus, a superficial description of a camel, and discussion of one hump and two.

2. Where did the story say his home was? Did the circus people get him there?, etc. Desert should come out here—desert regions in general, African in particular (others besides the Sahara), bring around to the Sahara. Let's give our camel a name and have him live in the Sahara.

3. If we wanted to get a camel for our circus (may have a zoo later or a border of African animals around the room) how could we get to the Sahara? Is it very far? Relate to the U. S. as to distance, latitude. Also check up with Europe and near-by continents. What oceans would we cross to get there?

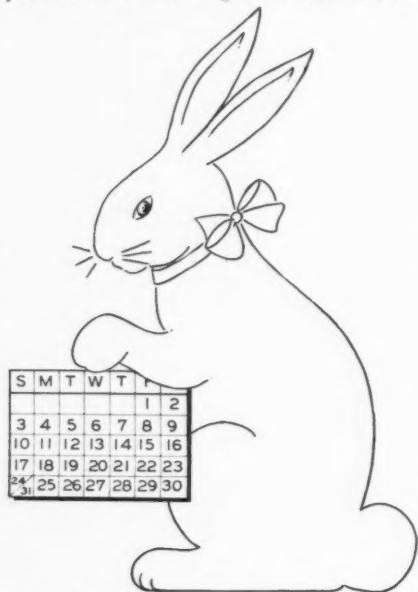
4. What kind of place is this desert? Is it hot? (It is so hot one can cook an egg on the rocks as easily as in a frying pan.) Bring out the beauty and danger of the desert. There are many beautiful framed colored pictures that might be brought in at this point to make the scene more real. Description should bring out aridity, sand, rocks, ranges, the river situation, wadies, sand dunes, sandstorms, sand caused by crumbling rock, fact that the desert was once an ocean bed, and so on.

5. We know that the camel lives in the midst of the desert, has one hump, etc. But now can't we find out some more about him. What do you think about his disposition? Why is he called the "Ship of the Desert"?

Assign reading here from the textbook and supplementary books.

6. The camel is prepared to go without water for several days because the desert is so dry—but what makes it so dry? Why do they not have plenty of rain? This should lead to rainfall, winds, their effect on climate, the seasonal changes, range of temperature, reason it is drier than South America which they have studied (or any other continent they may know something about). No large ranges to condense moisture, latitude, etc. Mention of the "sirocco."

7. But is it all dry and barren—study of



Color the Rabbit white with brown spots, pink tie.



oasis here. El Erg with its 10,000 date palms.

8. Do you think you would like to live in such a region? Why not? What people do live there? Are they like us? How can they live there if we couldn't, or wouldn't like to, do so? How do they adapt themselves? Appoint committees to look up: (a) The Touaregs (they kept people out); (b) Arabs, Moors, or Bedouins; their home (nomads), food, education, clothes, caravans.

Try to dramatize the story of David tending his father's sheep and imitate costume which is the same as or similar to that worn today. A clever boy can work this up.

9. We have found that the people raised barley, beans, etc., but does that concern us? Is there anything from this barren land that they can send to the rest of the world?

Possibly leave this over till next day. At any rate start an African collection here. Bring out: date industry, whisk brooms, buttons.

Dates may be brought to class—note camel on package—also a broom, a palm leaf, or palm-leaf fan.

Dates: (1) How grown? Description of palm, etc. Reason it can be grown in desert. (2) Dried and prepared. (3) Packed, shipped.

10. Caravans that carry out the dates carry back what? Phonographs, guns, all sorts of manufactured articles from Europe and the U. S. Anything that can be connected locally with the unit should be done of course—any articles made that might go there, anything used from there, anyone who has been there, motion picture of Stanley and Livingston, and so on as may occur to the instructor. The idea is to make the project vital and interesting to the pupil.

11. Cities of El Erg, Timbuktu. Habited areas just south of Tripoli. Is the population dense? You may have a special report, or outside or silent reading on Timbuktu as one of the large caravan centers on the border of the Sahara.

12. What flag shall we put on our political map?

13. What do you think the French could do to improve the condition of the desert people and help them to overcome the climate? Railroads, artesian wells, airplanes.

### Supplementary Projects

#### History:

1. How the French happened to be settled here.

2. The Touaregs and the Moors.

3. The Mohammedan religion and its spread over Africa.

English: Any amount of opportunity here.

1. Letter describing life in an oasis.

2. An imaginary caravan journey—including what they would pack and what bring back from Timbuktu.

3. Diary of a date.

4. Tale of the Camel Told (journey to America).

5. Oral reports on special reading.

Spelling: As words come up.

Order of above topics would depend some on how the discussion worked out. Have a large map on the wall.

After each topic is discussed have supervised study, classwork including result of supplementary work, and a period in which children may ask questions which they have made out themselves. The children may make out a set of questions; appoint a leader to ask them—a sort of review game.

### Review Chart

Fill this in after each section. Explain the chart and let the pupils work out the other sections as they come to them. Keep the chart in their notebooks.

Section	Country	Physical Features	Climate
Sahara desert	French West Africa	No large rivers No important ranges	Hot and dry

Animals	Resources	Cities	Any Other Interesting Features
Camel Donkey	The date palm tree	El Erg Timbuktu	

Here bring out the difference between a range of mountains and a single group or mountain. What is a mountain system?

(Next month, countries north of the Sahara)

## A Mission Project

Sister Francis Gertrude, O.P.

Lent was near, a novel project was needed to arouse the spirit of sacrifice and zeal for the missions among the fifty boys and girls of the seventh grade. How was I to accomplish this and not interfere with an already crowded school program? Through the enthusiastic and cooperative spirit of the class, we correlated the mission activity with other school subjects.

I suggested that St. Theresa and St. Dominic's units, which were already established in the classroom, take an imaginary flight around the world, visit the missions of many lands and observe the apostolic work of the zealous missionaries, in the midst of daily hardships. Why not each crew of twenty-five passengers board a plane at Chicago, fly in opposite directions, and bring relief to Christ's shepherds and their flocks? But it costs money to travel by airplane! Then this expense could be covered by charging 25 cents fare from city to city. In order to keep in touch with the other mission unit a broadcasting station was to be installed in each plane. News of the daily progress, together with a few geographical facts concerning the country or city over which they were passing would be announced. Each broadcast was to conclude some important news item of the missions in that place.

The project began with a geography lesson. The children selected twenty cities along the nearest direct route east or west of Chicago. As a homework assignment they chose two interesting facts about each city for the recitation next day. In a scale-drawing problem, the students found the dimensions for the map. The class artist drew the cross section of the map along the top of the nineteen-foot blackboard. The color scheme of the countries and the plain lettering of the cities made it more attractive.

A member of the class, handy with

### A PARENTS' ROUND TABLE

The frequently repeated comment by mothers of elementary-school children that they know little about children's books and reading suggested to the child-study chairman of one P.T.A. group a round table on that subject. For two school years it met every two weeks, conducted by the school librarian. The subjects were announced in the monthly program sent to members, and the group varied with the appeal of the subjects chosen. The time given to group discussion and consideration of individual problems was often declared by mothers to be helpful in solving difficulties.—From *The Significance of the School Library*, American Library Association.

carpenter tools, made a microphone from crude materials. Each pupil had a turn to broadcast from this homemade device. These imaginary radio talks were both amusing and realistic to the enthusiastic audience. The two missionary units voted for the name of each plane and its broadcasting station. St. Theresa's unit christened their ship, the *Vultee*, and named their station STW (St. Theresa's Workers). St. Dominic's unit chose the *China Clipper* and called their station KSD (Knights of St. Dominic). Other pupils volunteered to draw and color the two small cardboard airplanes to be used by the child assigned to move them along the tape at the top of the board according to the sum of money tabulated on a score card. As each contributor deposited his mite he added it to the total.

After choosing the announcers for the day all were ready to begin the journey. When all were aboard they took off from the Municipal airport on the first day of Lent. During the following six weeks how the pennies, nickels, and dimes clicked in the mite box! At the end of the first two weeks the *Vultee* was home and the *China Clipper* was in faraway Peiping, China. Announcers from Station KSD were ingenious in excusing their slow progress—weather conditions unfavorable, motor trouble, or difficulty in reaching high altitudes. At times appeals were made to the generosity of individuals such as: "We would make greater progress if a certain boy who can afford to pay twenty-five cents for a Valentine would loosen up a bit toward the missions." By Holy Week the *Vultee* had returned to Chicago the second time, while the *China Clipper* was yet in Rome, Italy. Then the St. Theresa's Helpers, true to their name, came to the assistance by supplying the necessary amount to enable the *China Clipper* to complete the journey home. It was very inspiring to note that the missionary spirit was still active, even after the arrival of both planes, for the pennies continued to click in the little bank.

"How shall we celebrate our homecoming, children?" I asked. The unanimous reply was, "Sister, read us a Mission Story."

The activity aroused in the class primarily a greater love and knowledge for the missions. The little radio talks encouraged the outside reading of mission magazines and reference books. Cooperation, sacrifice, and emulation were manifested throughout the project. It not only gave individuals opportunities to work out special parts given to them but also afforded excellent teamwork. When the project was finished I felt that my pupils were partakers of the popular movement of the day—Catholic Action.

# Catholic Action Through the High-School Book Club

Sister M. Albertina, O.P.\*

ONE of the most important phases of Catholic Action is the High-School Book Club. The *Youth Leaders' Handbook* of the National Council of Catholic Women lists book clubs among its spiritual and cultural activities:

The Youth committee has as its main purpose . . . to give to our youth particularly to the girls and young women of our day, a knowledge, a love of the Catholic Truth and a determination to carry it out both in personal life and as a member of Catholic organizations.<sup>1</sup>

The need of our day is Catholic educated women, conversant with literature and able to discuss problems of the day in the light of our established Catholic standards. We need, for example, women of character and discrimination who are both alert and able to oppose pernicious propagandists by bringing pressure to bear on those who permit them the use of city auditoriums and radio broadcasts. We need, too, women who are alert to the power of legislation and fitted to sponsor or combat measures as the teaching of the faith demand. The Legion of Decency shows what can be done to make the movies a positive rather than a negative force, as emphatically as Boys' Town proves Father Flanagan's theory: "There is no such thing as a bad boy." In the disintegrated state of modern society into which the girls of today will step as leaders tomorrow, there is a crying need for the welding of religious and social action.

The Catholic High-School Book Club project is admirably adapted to the realization of the above program. Literature, and especially the novel, is a very popular field of current interest. The Book Club is the natural channel for the discussion of the many interesting books by Catholic authors. The rise of so many Catholic book clubs in recent years indicates an increased literary consciousness on the part of the laity . . . and incidentally has awakened much enthusiasm among high-school students.

Convinced that Catholic book clubs could succeed as well in high school as in college, the teachers of Holy Angels High School acceded to the wishes of the girls and directed them in the formation of a club given over to the discussion of Catholic and secular books.

## Club Featured Catholic Action

The main function of the club, as the title of this paper indicates, is Catholic Action. Reading has passed from simple appreciation to a weapon for action. It is hoped, however, that much literary inspiration may be derived from membership in the club. The need right now is not more and better Catholic books but as Hilary Leighton Barth expresses it:

The fundamental need of the Press is not an increase of supplied material. The fundamental need is the establishment of what I might call receptiveness. There is the need to educate the average Catholic to be thrilled by an idea.<sup>2</sup>

Holy Mother Church has asked the laity to become Catholic-press conscious in order

that they may aid in spreading Christ's Kingdom. With this spiritual objective the club will succeed in achieving its ideal.

The students were very enthusiastic when the motive of Catholic Action through the club was suggested. Through their press assemblies and other activities they had become aware that Catholic women had taken active part in ridding newsstands of dangerous books, in putting a Catholic bookshelf in many public libraries, etc. The above activities are also part of the club's work.

## How the Club Works

The club held its first meeting in January at which a simple plan of organization was drawn up. The program is open only to the members except when the club conducts a general assembly. The monthly dues are used for the purchase of a book which is donated by the club to the library. At each meeting both a religious and a secular book are reviewed. Recent publications are generally discussed; however, the religious and the reviewer's choice often determine the selection.

The literary guides and the reviews issued by the Catholic press through its various organs are used as a standard for selecting subjects for review. This method enables the members to keep abreast of the times and interpret the books of the day in the light of Catholic doctrine.

The reviews given at the meetings have aroused much interest. Judging from the activities sponsored the discussions have been a definite stimulus to impel action.

The following activities were sponsored by the club during the year: Catholic Press Assembly, Spiritual-Reading Drama, Book Drive, Book-Week Program, Reading Lists, Gift List of Catholic Books, Correspondence with Catholic Authors, Securing of Autographed Books, and Guest Review Programs. A more pretentious program is still in its initial stages; a Parish Lending Library, A Retreat Rally, and a Fireside are the activities planned for January.

Since no specific plans for operating high-school book clubs were available the club developed a procedure all its own. Members were selected by the junior and senior officers. Each officer submitted the names of ten students who were thought to possess the proper qualifications for membership. Twenty-four of the names appearing the oftenest in the list were selected to form the club. Needless to say, the members selected considered it an honor to be chosen. The election of officers followed immediately and the management of the club was placed in the hands of the chairman (president). The club owes much of its success to the able guidance of the chairman. A number of worth-while candidates who did not make the club petitioned the chairman to aid in the formation of a second club.

New members to the club are selected by the graduating members. The club held a very impressive reception last May. During the program the outgoing members occupied the stage. At the conclusion of the program each senior member named her successor in the club. The recruits were then presented to the sponsors, who conferred the club badge and a folder containing the club pledge.

## The Guest Reviewers

The guest reviewer has proved one of the most inspirational activities of the club, from the point of view of Catholic Action. The speakers provide a wide and varied contact with the Catholic literary world. The plan has done much in developing the confidence of the girls in the adult, thus promoting more friendly relations. The December guest reviewer chose as her subject, *The Confessions of Saint Augustine*. It was indeed gratifying to observe the students' reaction to the book. Apart from the spiritual and literary merit of the review, it was inspiring to the young reviewers to see a Catholic woman interested in and willing to advance the cause of Catholic literature.

The majority of the books reviewed have been books for the adult; however, no distinction is made between adult and adolescent books. Sister M. Bernard, S.C.L., sums up the standards for selecting books for the adolescent:

What, then, are the norms by which we can determine which Catholic novels are good for the high-school boy or girl? There are many requirements which a book of this type must fulfill in order to be suited to the adolescent. Is it readable and interesting? A dull book would simply give the person a distaste for all Catholic books. Has it literary merit? . . . Does it deal with a problem spiritually and socially vital? One within the range of experience of youth? Though there is no necessity of exposing to young people problems of life with which they will not be required to cope, it is not wise to leave them in ignorance of those mysteries of which they must have a knowledge in order to conduct themselves manfully and rightly.<sup>3</sup>

The Holy Angels Club is the happy possessor of letters from Hilary Leighton Barth and Miss Elizabeth Jordan. Hilary Leighton Barth's novel *Flesh is Not Life* was the club's 1939 favorite. The Tandra Book Club was named from the heroine of Mr. Barth's novel. . . . Miss Jordan's *Three Rousing Cheers* has exploded the theory that biography is a middle-age interest. The girls declared that they had no idea that biography could be so absorbing.

## A Variety of Activities

A high-school book-club program must contain much variety in order to satisfy the adolescent; consequently many activities which incite youth to informal discussion are employed. The drawing up of the constitutions, the selection of pins and badges, and the financing of the club created enthusiastic discussion and also provided publicity for the club. The members are often reminded that the book club must provide for the broadening of their experiences. New interests such as art, music, etc., should be added.

This special project is adapted to the small high school. For a larger school several independent book clubs with a general board might prove effective. The chairman of the Holy Angels Book Club has presented a plan for the formation of a book club in each Catholic school in the city, and also an All-City High-School Book Club, modeled on the plan of the Interscholar Council.

The Holy Angels Book Club venture is just one year young. It has placed many of the students on the road to good literature. The plan has not stood the test of time, but it bids fair to take its place among the indispensable extracurricular activities of the school.






















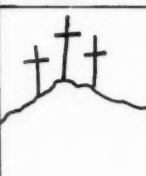

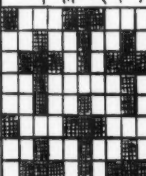

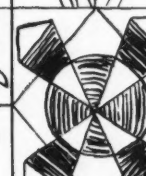


\*Librarian, Holy Angels High School, Seattle, Wash. Paper read at a recent meeting of the Northwest Catholic Library Association, held at Marylhurst College, Oswego, Oreg.

<sup>1</sup>*Youth Handbook*, p. 15.

<sup>2</sup>Letter of Hilary L. Barth to Holy Angels Book Club, February 15, 1939.

<sup>3</sup>*The Good Catholic Novel for the Adolescent Youth*, CATHOLIC SCHOOL JOURNAL, March, 1939.



	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	JUNIOR HIGH
FIRST WEEK							
SECOND WEEK							
THIRD WEEK							
FOURTH WEEK							

A March Drawing Schedule for Grades I to VI and for Junior High School.

## Practical Lessons in Drawing

Sisters M. Rita and M. Imelda, O.S.B.

### Color Scheme for March Drawings

#### First Week

*First Grade:* Yacht: sky, light yellow; water, blue; yacht, brown.

*Second Grade:* Cross: yellow trimmed in light violet rays.

*Third Grade:* Windmill: yellow trimmed in red; sky, light blue; grass, green; moon, yellow; water, blue.

*Fourth Grade:* Poster: boy and lettering, black; grass, green.

*Fifth Grade:* Poster: bird, light brown with red breast; twig, brown with pink flowers and green leaves; lettering, black.

*Sixth Grade:* Lily: pot, blue; lily, white with yellow center and green leaves.

*Junior High:* Scene: sky, light blue, tinted with yellow; trees, green; house, yellow; water, blue.

#### Second Week

*First Grade:* Zeppelin: brown.

*Second Grade:* Chick: yellow; egg, blue.

*Third Grade:* Poster: black lettering; tube and brush, any bright color.

*Fourth Grade:* Clover: green.

*Fifth Grade:* Cross: bright yellow; tulips, pink; leaves, green.

*Sixth Grade:* Chick: yellow.

*Junior High:* Bells: bright yellow; blossoms, pink with yellow centers; leaves, green.

#### Third Week

*First Grade:* Easter basket: yellow; eggs, in bright colors.

*Second Grade:* Poster: black outlines.

*Third Grade:* Tulips: pink and yellow with green leaves.

*Fourth Grade:* Rabbit: brown; carrot, orange with green leaves.

*Fifth Grade:* Daffodil: yellow with green leaves.

*Sixth Grade:* Emblem of Crucifixion: brown.

*Junior Grade:* Calvary: crosses, black; lettering, black; the rest brown.

#### Fourth Week

*First Grade:* Calvary: black.

*Second Grade:* Letters, black; tulips, red; leaves, green; block, yellow.

*Third Grade:* Cross, yellow; background lavender.

*Fourth Grade:* Cross, light yellow; violet lilies with orange centers and green leaves.

*Fifth Grade:* Geometric design: center, lavender and yellow; finish the square with light green; points, orange finish with brown.

*Sixth Grade:* Cross: blocks, green; crosses, lavender filled around with yellow.

*Junior High:* Rabbits, white outlined in brown; tulips, pink with green leaves filled around with brown.

## Lessons on the Mystical Body

Sister M. Cecilia, O.S.B.

(Continued from the February issue)

### One Cause for Paralysis

In our previous lesson you were told by no less a person than St. Paul that, since we are all members of the Mystical Body of Christ, our functions correspond in some way to those of the eyes and hands and feet of a material body. The Apostle meant thereby to make plain to us (1) that there cannot possibly be any dead level of so-called "equality" because, if a body were all eyes it could not do any-

thing but see, or if it were all hands it would never get anywhere. So, whether we like it or not, some of us will have to be the feet, which are quite as important, though more lowly in their functions, as the eyes or hands. (2) The human body is an outstanding example of cooperation among its various members; e.g., if the eye has a cinder in it, the feet carry the body to a mirror, the other eye searches for the object, while the hands and arms devote all their muscular co-ordination to the removal of the offending particle.

Now St. Paul tells us that, as members of

the Mystical Body, we should show the same solicitude for other members, the same co-operation of parts as does our own human mechanism. For instance, you would not think of saying, if you cut your foot, "Oh, that's the foot's worry! Why should I care?" So, if you see any member of Christ sick or in need, it should really distress you just as much as your own sore foot, because you and that member belong to the great organism of Christ's Mystical Body.

But it doesn't distress you—always. Why not? Isn't it because in your own body the nerves that connect the various parts of the organism are much better controlled by your brain; i.e., they are kept in better condition for transmitting messages to and from the head? In the Mystical Body, however, some members are so little responsive to stimuli that it takes a catastrophe like the depression or a world war to make them realize their relations in the greater organism to which they belong. The ganglia for transmitting the messages from head to members are all but paralyzed with disease. They have lived apart from the life of the Head so long as almost to have forgotten its existence.

The one big thing wrong with their lives is their never having realized perhaps that Christ is living, acting, and thinking in the world today, as truly as when He walked the earth 1900 years ago. Christ judges and condemns in the modern world in exactly the same degree as He is still being condemned by modern Pilates who scoff at truth and by the Caiaphas of today who finds God obstructing the way to his material ambitions. For Christ speaks to us nowadays through the utterances of His Vicar, but also through the writings of every member of His Mystical Body who is sincerely seeking to express Christian principles as applied to modern conditions. Though the human transmitter through which Christ speaks may be faulty, nevertheless we can, if we will, catch the spirit of the Master and respond to His teachings.

Also, when we read news of the Church at home and abroad—are we not learning one more episode in the life of the Mystical Christ living on through the ages? To be in close touch with all these things is to establish that perfect co-ordination of members so necessary for the functioning of a human body. Then we should feel keenly every heart throb of the Mystical Christ; we should find it impossible to live in stultified forgetfulness that some members are suffering and in dire need of material goods, while others in persecuted parts must be strengthened in spirit by our prayers and good works.

All this co-ordinating of members will be brought about by making our own the Mind of Christ as He is expressing Himself in the teachings of His Vicar, in the expressed desires of His bishops and priests, and finally, in our Catholic literature, which is furnished us in such abundance today.

Can we afford to miss this means for bringing closer together the members of Christ? Can we rest content with being half-paralyzed members, having no part in the modern Crusade of the Mystical Body of Christ? "God wills it!" Let's co-ordinate our efforts by keeping in touch with the Mind of the Mystical Body of Christ.

#### Things to Think About

1. If you ever had a toothache, you will recall the fact that your whole body was in distress by reason of the one disorder. But do we, as members of the Mystical Body,

have the same sympathy for the suffering members in many parts of the world? What means would you suggest to cure this partial paralysis?

2. How would you describe the certain attitude of mind required for such reading as you do in order to get into touch with the mind of the modern Christ?

3. Look over the list of Catholic periodicals

and see if you can decide for yourself just what interests of Christ each of these papers or magazines endeavors to express.

4. Could you embody any of the foregoing explanations into a sales talk for, let's say, *America*, *Commonweal*, *The Catholic World*, or your diocesan weekly?

5. Do we need a Catholic daily? Why, in terms of the Mystical Body?

## A Latin and Art Project

Sister Josefita Maria, S.S.J., Ph.D.

Projects as mere projects mean very little in the life of the pupil unless there is something motivating the work and aiding in the formation of habits of work, developing initiative, resourcefulness, and originality.

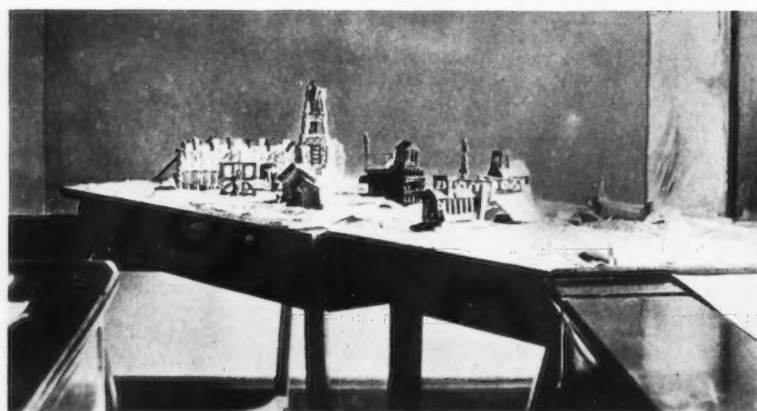
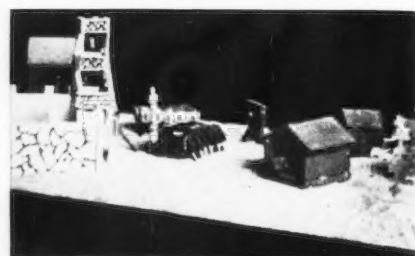
The study of Caesar's Wars is generally regarded as "dry as dust," but under the guidance of an inspirational teacher, the pupils will develop a sympathetic insight into the life and civilization of that far-off period, and a realization of the wonderful feats which they accomplished.

One of the most successful projects carried out in the second-year Latin class of our high school was the construction of one of Caesar's camps. The students first designed on paper and later translated into soap an original conception of a Roman camp with its imposing castellum. The tents of the legions were on one side, while the warlike implements, the catapults, the ballista, the aries, and even the turris on rollers were on the other. Facing the walls was a vinea and a testudo so perfect in its construction as to resemble a carving in stone rather than soap; art is not a matter of material but of execution.

As if it had just come out of the gates was a legion—part of one—in battle formation

with shields delicately carved. Here and there the Roman eagle, and the standards of the different cohorts, dotted the scene, not only carved but colored as well. Most of the pieces were conspicuous by their beauty, simplicity, and dignity of line and contour.

The time required for the work was the usual time, outside of recitation periods, but the project was finished before the time limit, for the students were enthusiastic, and thus developed a better idea and appreciation of the matter than an intensive study could have given them—for even high-school students learn "by doing."



A Roman Camp Carved from Soap.

## National Catholic Book Week

The Catholic Library Association has appointed Mr. Charles L. Higgins of the Boston Public Library to the Chairmanship of its "Committee for National Catholic Book Week."

This Committee plans to set aside one week next fall (the dates soon to be announced) to conduct an extensive campaign of publicity on Catholic literature. The immediate task before the Committee is to arrange for local groups in each diocese to conduct the campaign.

Accordingly it is requested that those inter-

ested in this movement get in touch with their local Catholic Library Association unit, or their local literature committee. In those areas where there is no such group now in operation, it is asked that Catholic schoolmen and librarians write to Charles L. Higgins at the Boston Public Library.

Subscribers and readers of THE CATHOLIC SCHOOL JOURNAL will recall that this periodical carried a full outline of the project in the October, 1939, issue, to which they are referred for details.



# Teaching Art in the Grade School

Sister M. Ansilion, O.S.F.

**IN LEATHERWORK**, the choice of skins is the first problem with which to cope. The selection of the right kind of leather for the article to be made is of prime importance since even in one class of skin the variations in texture and thickness are great. Small skins are usually best because, coming from younger animals, they are less likely to bear cuts or scratches. Some of the best tooling and modeling leathers follow.

## Kinds of Leather

**English calfskin**, which can be obtained in varying thicknesses, has a fine grain, and its light color permits it to take colored stains easily.

**Practice calf** is a good skin for beginners to work with. It tools well and can be had in shades of brown as well as in the natural colors.

**Sheepskin or Basil** is sometimes used for practice work. It can be tooled, but it will take only a very broad pattern. It does not stain well.

**Steer and cowhides** are more durable than calf and do not mar as easily. These take stain beautifully.

**Skiver**, the grain side of a sheepskin, is a very thin leather. It can be bought in many delightful colors, and is most generally used for lining.

**Lining calf** can be procured in shades of brown, and is used where greater strength is required.

## Tooling of Leather

### Tools Needed

A pair of good scissors, a sharp knife, a steel ruler, a tube of rubber cement, a combination spring punch, or a good leather punch and a snap-button outfit, and a regular modeling tool are the required equipment for leatherwork. Helpful but not necessary are: liner, deerfoot, embosser, edge beveler, and stippler.

### Preparing the Leather for Tooling

With a sponge or soft cloth, moisten the chosen leather from the back until both sides are uniformly damp, but not glistening with surface water. (Always dampen the entire piece of leather to avoid spotting or water-marking.) Place the skin on a piece of clean glass, marble, metal, or any other hard surface. Let it lie for about half an hour, until the water has penetrated evenly all parts of the leather.

Next, lay the design which has been drawn actual size on layout or strong wrapping paper over the leather. Trace over it, using ordinary pressure on a hard pencil. Remove the paper design and pressing firmly go over the lines on the project with the pointed end of the modeling tool. The leather is now ready for flat modeling.

Keep the leather damp until the tooling is finished. If the work cannot be completed in one day, keep the leather moist by placing it between two pieces of glass, or dampen it again before the work is continued.

### Flat Tooling or Modeling

This is the best, most effective, and most widely used form of leather decoration. It consists either in pressing down all background areas, leaving the design in relief, or

## VI. Leathercraft

in pressing down the design, leaving the background in relief. The broad end of a leather modeling tool is best for this work. Using a rotary movement, work with considerable pressure. Start at the outline of the design and work toward the edge of the piece. Go over the entire surface only roughly at first, then go back and model down to a uniform depth. If a stippled effect is desired, use a leather-liner tool, a nutpick, knitting needle, tapestry needle in a penholder, orangewood stick, or a sharp, hard pencil.

### Repoussé or Embossing

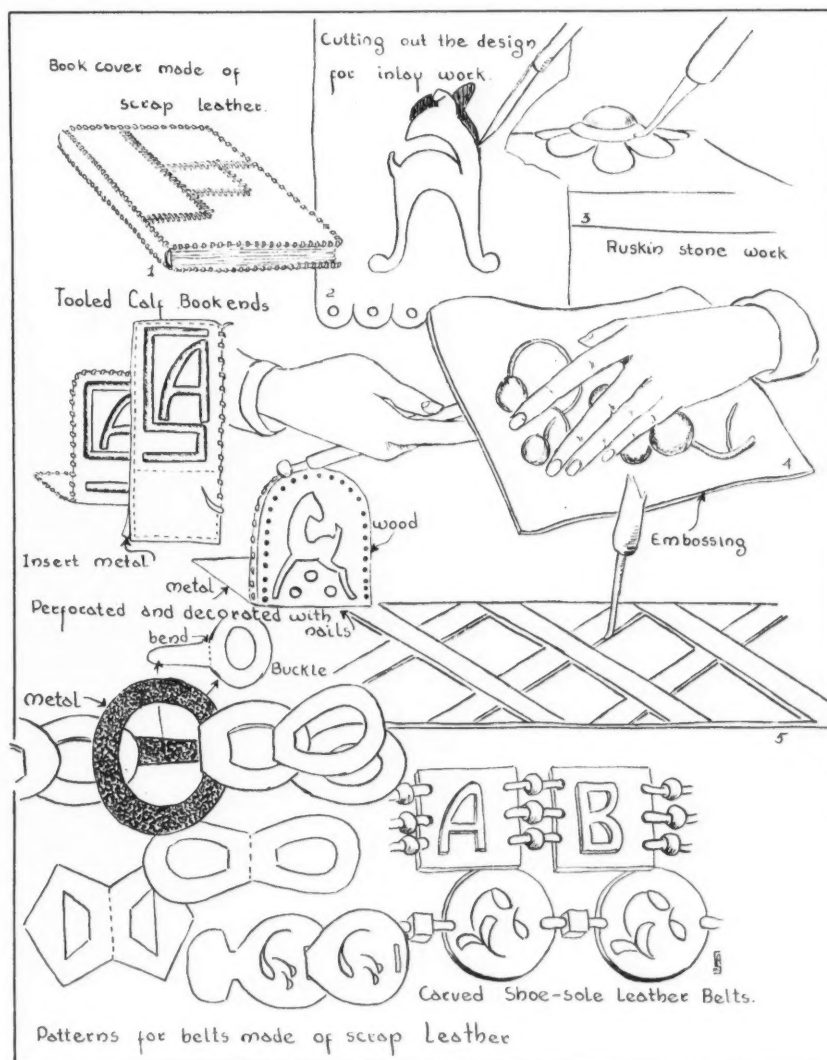
In this work, parts of the design are raised from underneath. After following the general directions given under "Tooling," trace the design also on the back of the leather. Press down the background and push up the design

from underneath. Again turn the leather right side up (Fig. 4) and go over all lines to sharpen them. Lay it on a hard surface and again carefully smooth down the background. The raised parts will need filling to prevent them from falling in. A special preparation can be bought for this purpose, but a mixture of fine sawdust and paste, or paper, cotton wool, and paste serves as well. Rest the leather face down on a piece of felt or soft padding and fill the hollows. Paste a piece of thin paper over them to keep the filling in position.

While the leather is still damp, model the finer details on the embossing. Very beautiful effects can be obtained by means of this combination. A delicate treatment of the embossed areas is preferred as overboldness cheapens the article.

### Incising

When greater vigor on a modeled design is desired, incising is the method used to obtain it. It is particularly appropriate for strap-



work and interlaced designs. Great skill and care are required to do a good piece of work.

Trace the design on a thick calf leather that has been moistened. With a knife held like a pen but kept quite perpendicular, cut into the outline to a depth of about one third of the leather thickness. Do not cut on a slant or the edges will curl. When the design presents crossing lines, stop the cut on both sides of an already incised line (Fig. 5). Then open the cut by running the small end of the regular modeling tool in it. Press down the background to permit the design to stand out.

#### Various Decorations

##### Cutwork and Applique

Applique work is the easiest and perhaps the most pleasing way of using up old scraps. It is suitable for large articles such as table runners, cushions, and radio covers, where a fairly bold design can be applied.

From the design sheet, trace the pattern onto the pieces of colored leather. Cut out these sections and skive the underedges. Spread rubber cement evenly on these pieces and on the surface to which they are to be affixed. Set aside to dry for about ten minutes, then press the pieces of leather together firmly. When all parts have been assembled improve the edges by outlining with the modeling tool, or by lacing.

##### Pierced Leather

This procedure is the reverse of applique. The design is cut from one leather like a stencil, and another colored leather (or several different colors) is pasted underneath to be seen through the cuts or stencil.

Trace the design onto the leather and cut out with a knife sharp enough to pierce the leather without dragging. (A good penknife will do, but a stencil knife is ideal.) If the edges are at all wavy, the work will be spoiled.

When the design has been cut out, turn the leather over and spread a thin layer of rubber cement on it. Place the leather strip or small pieces over the design, press firmly in position, and put under a heavy weight until the paste has set.

To finish, use gold or silver paint or a color darker than the leather as an outline for the edges, or merely go over the cut edges with a modeling tool.

##### Perforating

For this process, trace the design on any leather and follow the outline by punching holes with a circular cutting, driving, or leather punch. With rubber cement mount over contrasting leathers, felt, suede, or cork. Belts, gloves, jackets, and collars can be effectively decorated in this manner.

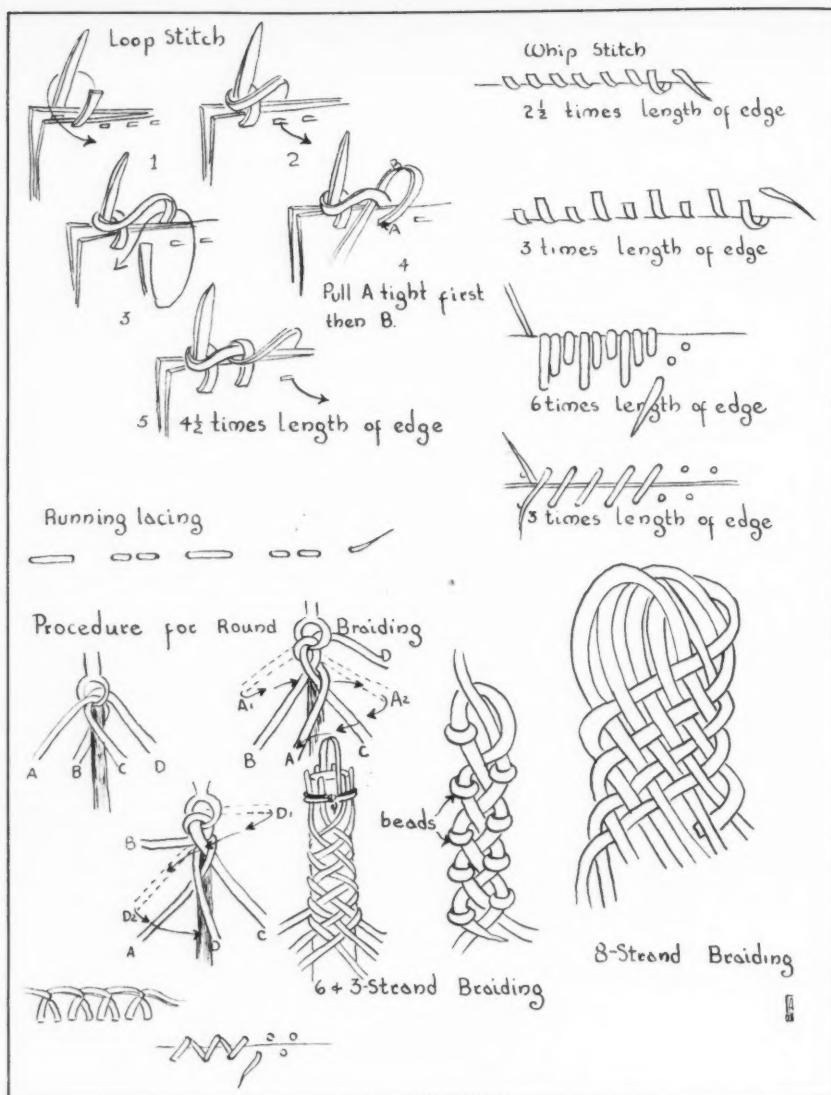
##### Decorating Leather with Nails

Delightful results can be obtained by using ornamental headed nails in conjunction with leatherwork. This is called "cloutage." The nails can be obtained in various shapes and designs, in brass, copper, and nickel. They can be used to fasten leather to wooden objects such as boxes, trays, bellows, small trunks, wastepaper baskets, book ends, desk pads, lamp bases, and chair backs and seats. The nails form the design in this case.

##### Using Ruskin Stones

Ruskin stones are pieces of glazed pottery procurable in lovely colors. They make a pleasant contrast to the soft leather surface.

In the leather to be used as bracelets, brooches, belts, book ends, book covers, or jewelry boxes, cut a hole a little smaller than the stone to be used. Place the stone under the hole and carefully ease it into posi-



tion with a modeling tool, permitting a little collar of leather to be formed around the base of the stone (Fig. 3). Now glue a thin piece of leather (skiver) over the back to hold the stone firmly in position.

A small pattern or monogram may be cut in the leather and a Ruskin stone set behind it so that it peeps through the slits.

##### Decorating with Shanks and Paper Fasteners

In this type of decoration the paper fasteners make up the entire design. Punch tiny holes with a small nail or with a phonograph needle placed in a mechanical eversharp pencil. Then push the fasteners through the holes and turn down flat against the leather. Paste or cement a piece of thin leather lining over the back to prevent the ends of the shanks or paper fasteners from catching. Attractive belts can be made in this fashion.

##### Inlaying of Leather

###### Sealing-Wax Inlays

Follow directions for tooling, using a design of small narrow depressions. The background surface need not be smoothed as it will be covered with the wax.

Dissolve the desired color of sealing wax

in denatured alcohol. Add a few drops of glycerin to make the wax flexible when dry. Have the solution thin enough to assure a level surface when applied. Moisten the depressed surfaces of the dry leather with alcohol, and, using a brush, fill in depressions with wax. Apply just enough to bring it even with the surface of the design. Work the wax well into the corners. (If any unnecessary wax gets on the leather, remove it with a cloth dipped in alcohol.) Allow for overnight drying.

Sealing-wax inlays should not be used on parts which will be turned or bent when in use.

##### Leather Inlays

On Wood: Use various colors and kinds of leather for value contrast, or use only one kind of leather with changes in color.

Plan a design in colored paper. Then draw the same design accurately on the article to be covered with the leather inlay. Lay the design patterns on the leather, draw around them, and cut out with a sharp scissors or knife. After the pieces have been assembled according to the design planned, apply rubber cement both to the article and to the segments. When these have dried for about ten minutes



press together firmly. Carefully finish off sharp edges with a modeling tool.

On Leather, Suede, and Felt: Plan a simple design in colored paper. Using this as a pattern, trace it onto the leather, suede, or felt table runner, radio scarf, or whatever project is being made. Carefully cut the design from the article. (The pieces removed will no longer be needed.) Cut the same design from colored leather, assemble, and with rubber cement or Quad glue, paste onto a piece of skiver which is a little larger than the article to be inlaid. When dry, slip this inlay under the felt, suede, or leather cut-work so that the two surfaces are even. Glue the two pieces together.

### Carving of Leather

Leather for carving must be firm and thick. Russian calf, cowhide, or scraps of shoe-sole leather prove excellent materials.

Transfer the design as usual and deepen lines with the small end of the regular modeling tool. Keep the leather moist and work on a hard surface. With a razor blade, thin knife blade, or wood-carving tool, cut away only about one fourth of the thickness.

To make a leather belt, cut scraps of shoe-sole leather into one- or two-inch squares or other shapes, and carve a simple design in the center of each. The background may be colored in any of the ways mentioned under "Coloring." Drill two or more holes in each end of the pieces and join with leather thongs, yarn, raffia, or colored cord. Glass or wooden beads may be inserted as color spots between the blocks.

Necklaces, pendants, bracelets, and buttons may be made in like manner. Chains to be used with necklaces and pendants may be constructed from cheap brass or nickel wire, string, or raffia.

### Coloring of Leather

Leather stains can be bought in small bottles, in tubes, and in powder form. Because these colors are very strong, only a little is needed to make a large quantity of stain. Spirit stains are best and most permanent, but they dry very fast. Hence, water stains are recommended for large areas.

Mix the stains in receptacles which may be discarded after use, because the stain is permanent. Use a camel's-hair brush for application.

Transparent water colors can be used on steerhide, cowhide, and sheepskin. Oil paints thinned with turpentine can be used if they are wiped off quickly so as not to obscure the leather texture. In coloring the leather, keep the dish of color close to the work, and dip the brush into it at the end of each stroke. Rapidly draw the brush across from left to right, beginning at the top and working downward. While the leather is still slightly damp, repeat the process. Several washes will produce an even tone.

When coloring the space between the design, take special care so that the color does not "fringe" over the edge. This will happen if the brush is too fully charged.

### Finishes for Leather

#### Skiving

By skiving is meant the thinning of leather, done with a sharp knife or razor blade on glass or on a hard, smooth surface. Cut slowly, removing only a thin layer at a time. Hold the knife almost flat to prevent cutting through to the right side. Skiving is not always necessary, but it relieves the bulk of thick edges, and is especially useful when

edges are to be turned down.

#### Waxing

To a completed piece of leatherwork, apply a thin coat of floor wax. Shine when dry. Saddle soap may also be used to increase durability.

### Lacing Leather

Lacing may be used to join pieces of leather (Fig. 1) and to serve as a means of decoration.

Make holes through which the lacing is drawn with a knife, razor blade, or leather punch. Space them with an eye to the proportion of the piece, the size of the lacing, and the stitch to be used. Lacing is usually set  $\frac{1}{8}$  in. to  $\frac{1}{4}$  in. from the edge. In punching, measure holes so that the spacing will come out evenly at corners and turns.

For types, refer to illustrations.

### Scrap-Leather Book Cover

#### Materials

Skiver, rubber cement, leather punch, lacing, and leather scraps of one color or many.

#### Procedure

A piece of skiver  $9\frac{1}{2}$  in. by  $13\frac{1}{2}$  in. and two pieces each 3 by  $9\frac{1}{2}$  inches used for the foundation on which to paste the scraps, also serves as a lining. If the leather is to be designed, trace the pattern on the scraps. After the pieces have been fitted properly, spread rubber cement both on them and on the skiver. Let the cement dry for a few minutes, then press the scraps in place on the lining. Model the edge of each section or punch holes and lace. Around the entire edge of the book cover, holes may be punched and finished with any of the lacing illustrated.

### Purchasing Places

1. Burgess Handicraft and Hobby Service, 117 N. Wabash Avenue, Chicago.
2. O. W. Dannenhauer, 142-143 N. 4th Street, Philadelphia, Pa.
3. Dearborn Leather Company, Detroit, Mich.
4. Graton and Knight Co., 358 Franklin Street, Worcester, Mass.
5. W. A. Hall, 250 Devonshire Street, Boston, Mass.
6. Lester Griswold, 623 Park Terrace, Colorado Springs, Colo.
7. Osborn Brothers, 223 W. Jackson Blvd., Chicago.
8. S. T. Reed and Co., 208 W. Lake Street, Chicago.
9. Fellowcrafters, 64 Stanhope Street, Boston.
10. Wilder and Co., 1038 Crosby Street, Chicago.

### TEACHING WITHOUT BOOKS?

In many parochial schools bricks have ousted books from the focus of attention. Zealous pastors erect palatial school buildings and make little or no provision for books. The value of the school is not in its bricks; it is in the teaching quality within. If the building means more than the teaching, then we are in danger of losing our way. Were we to buy one book for every 100 bricks, we should soon have a library worthy of the school. Unless we are prepared to spend a considerable sum each year on books, that is, an annual outlay for new books, our school cannot remain efficient. The bank overdrafts will never allow us to forget the bricks, yet, let us think a little more of books. — Rev. John F. McMahon.\*

\*Quoted from *Building Character from Within*, a new book published by Bruce.

### SCHOOL FIRES

During the winter now coming to a close school fires have taken their toll of school buildings. Every cold snap was accompanied by reports of smaller or larger conflagrations in Catholic parish schoolhouses.

The cause of every fire is primarily neglect or carelessness. Where fires begin in the boiler room, it is clear that they can be prevented if the janitor takes pride in the appearance and safety of his heating apparatus.

Where fires are due to electrical troubles, this can be traced back to carelessness concerning the repair and maintenance of wiring.

Why any Catholic school should fail to have its wiring in complete accord with the latest code requirements is a mystery which is not solved by pleading financial inability to have the work done.

Good housekeeping on the part of the janitor and teachers, and insistence on the part of all the church authorities that reasonable rules for safety be observed, will eliminate 90 per cent of the disastrous fires. The responsibility for the lives and welfare of pupils and teachers need only be mentioned in this connection.

### SCHOOL FIRES AND EXPLOSIONS

Explosions of natural gas have been responsible for at least three serious accidents involving school structures, declared Dr. David J. Price, of the Department of Agriculture, speaking to the Fire Department Instructors' Conference in Memphis, Tenn., Jan. 10. In the explosion in the Consolidated High School at New London, Tex., on March 18, 1937, 293 lives were lost. In an explosion at Oklahoma Agricultural and Mechanical College at Stillwater on November 13, 1936, five persons were injured, and in an explosion in a temporary public school at Barberton, Ohio, on May 31, 1939, 52 children and 4 employees were injured.

According to Doctor Price "these three occurrences in a little more than three years should serve as adequate warning that natural gas installations must be made in accordance with recognized safety practices by workmen trained in gas installations, and also that natural gas should carry a malodorant to give warning of its presence."

The Federal engineer quoted records to show that fires occur in school property in the United States at the rate of six or seven every day, with an estimated yearly property loss of more than \$6,000,000. Seventy-five per cent of school fires were due to electrical causes, smoking and matches, incendiarism, defective or overheated heating equipment, spontaneous ignition, ignition of flammable liquids or gases, and defective or overheated flues or chimneys.

In a special study of 1,000 school fires, Doctor Price said, 720, or 72 per cent, occurred in classrooms, while 165, or 16.5 per cent, were in dormitories. In school fires in which 470 lives were lost, inadequate exits caused about two thirds of the deaths.

"According to this study," Doctor Price reported, "the loss of life per fatal school fire is high — 13.8 persons. The loss per fire for all institutions is 8.3. The number of recorded deaths among firemen fighting school fires is far greater than in similar buildings, perhaps due to structural conditions, or because of a zeal for the safety of children. The fire record in school buildings shows the limited extent to which public responsibility has been met in safeguarding school children from explosion and fire."

Doctor Price emphasized the "importance of local officials maintaining close contact with conditions in their schools if hazards are to be eliminated. Although the modern trend in school construction is an improvement over a generation ago, and many of the more recent school buildings are of first-class fire-resistive construction with ample exits, a large number of school buildings are being constructed in which 'fire and explosion safety' has not received sufficient consideration."

# Help for the Primary Teacher



*Stick Figures for Spring Border Decorations.*

—Sister M. Vincentia, S.H.N.



## A Project in Nature Study

Sister St. Aloysia, C.N.D.

This project is successfully carried out from year to year by a primary teacher of wide experience with young children. It is motivated by her desire to have her little boys present their mothers on Mother's Day with a gift they prepared in school. About the first of March, Sister tells her little lads that for Mother's Day in May each of them is going to present his mother with a beautiful plant that he himself has cultivated. They are requested to get their flowerpots from home—as secretly as possible. Soon they arrive, some very fancy in color and design, others just plain crockery and even a few tin cans are requisitioned into service where flowerpots are not available.

Each boy's name is marked on his flowerpot, and they are all placed in rows in one corner of the classroom. It is Sister's task now to fill them with rich earth (provision for this was made earlier in the year). Some years she has the boys bring their flower seeds from home, any kind they can get, such as marigold, sweet pea, lady's slipper, etc. Last year she gave them slips from her own beautiful plants and hanging baskets of amaranthus, sultana, and coleus. These all seem to thrive and bloom luxuriantly as if by magic under her care, and make her classroom a veritable bower of loveliness.

The children are given charge of their own plants and under Sister's guidance they study

from actual experience the seeds, roots, leaves, and flowers; the various uses of the plant, what it needs for its growth, such as sun, air, food, light, and warmth—in a word, all that awakens in the child his powers of observation, pleasure, and enjoyment. They soon learn to recognize that God made everything in nature to serve man either directly or indirectly.

All during March and April the small slips shoot forth into brilliant bloom and variegated foliage to the great joy of the children. They love to admire their own plants. How often does Sister hear: "Gee, Sister, just look how mine is growing." Finally, as Mother's Day looms in sight, the children with Sister's aid cover the flowerpots with pretty shades of drawing paper. They all look gay and colorful now in their new adornments. Why, even the tin cans are transformed into miracles of beauty! Indeed, the whole display arranged on the window sills of the classroom is one that any florist would be proud to exhibit. Each child is taught to say a few befitting phrases when he presents his gift to his mother. He tells her that he is giving her, "with all his love," a beautiful gift that he himself prepared for her. Surely, there must be great pride and joy in a mother's heart when she sees her tender six-year-old son present her with a gift of his very own!

### A GOOD LIBRARY

The school library is of no use unless its books are rapidly wearing out. Too many persons look upon a library as a museum. The guiding principles of a good library are a well-educated and efficient librarian, books and provisions for their care, a good catalog system, adequate budget and enjoyment of reading by visitors.—*Rev. C. Elwell, Ph.D.*, ass't director, Cleveland diocesan schools

*The Little Catholic Messenger, Child Life, Playmate, and Junior Home.*

We have a section for our parents, too. We borrow books for them from the Central Library. Our parents like this. It helps them to care for us better. It helps them to understand our needs.

We know how to use our Library. We know how to find what we want. We know how to take out a book. In each book is a pocket. In each pocket there is a book card. On the card is the title of the book and the name of the author. Each of us has a borrower's card. Each of our cards has a number on it on the upper left-hand corner. When we borrow a book we take the book card out of its pocket and write on it the number that is on our card. Then we take the book and the two cards to the librarian's desk. The librarian stamps the date, on which we are to return the book, on the two cards and on the date-due slip in the book. A book may be kept fourteen days.

We run our own Library.

Nancy is the Librarian.

Lois is the orderly.

Jack is the inspector.

Sister is our supervisor.

The rest of us do what we can to help keep our Library beautiful.

Our Library supplies books to the first three grades. The first-grade pupils visit our Library on Mondays at two-thirty. The third-grade pupils come to get books at two o'clock on Wednesdays. We use our Library from one to two on Fridays. At any time during the week when our classwork is finished we go to the Library just to look around or to sit quietly and read. We love our Library and we love our books.

## A Centralized Junior Library

Sister M. Cleophas, S.L.

The following account given by second-grade pupils in a cooperative composition class is the history of the organization and centralization of a Junior Library. There was great need for such centralizing as the various classroom libraries did not have reading materials suitable to the diversified reading abilities of the different grades. Poor readers in the third grade found encouragement and joy in reading easy primer and first-grade books. Good readers in first, second, and third grades could satisfy their hunger for challenge by reading the more difficult books, even those of the fifth-grade level. All types of material as listed in the account insured that interest would not be wanting in any case.

There was no expense to the pastor or school officials. Funds were raised through the efforts of the pupils and the hearty cooperation of parents and interested friends.

### Second Graders at Home in the Library

Here we are in the Library!

We built our Library.

We bought most of the books.

Some kind friends gave us a few.

We earned the money to pay for the books.

We gave plays about our Book Friends to help us get the money.

We made up most of our plays. Our parents made the furniture in our Library. They made it of old lumber. The story-folk people were pointed on the furniture by Bob's mother.

We have many books in our Library.

The bookshelves are labeled:

Religion

Social Studies

Health Stories

Nature Stories

Fine Arts

Poetry and Plays

Fairy Tales

Storybooks

Biography

Readers

We also have a magazine rack: We read



St. Rose's Junior Library.

# Recent Books for Classroom and Library

Here is another annual list of recently published books to aid you in checking the needs of your classroom and library for the coming school year.

This list has been compiled from information submitted by publishers and from other sources. Most of the books listed have been published or revised within the past two years.

You will find here some titles that should be in the hands of your pupils, in your school library, or in your own hands. We have used care and judgment in selecting titles. In many cases, however, it has been impossible for us to examine personally the books listed. If the title, author, and description of a book seems to fit your requirements you can find a way to

examine a copy. Many publishers will send books on approval, and nearly all of them will send sample copies of basic textbooks if you wish to examine them with a view to adoption.

May we suggest as sources of information about new books, the bibliographies and lists we have mentioned under the heading "For the Librarian." See also the book reviews for the past year in *THE CATHOLIC SCHOOL JOURNAL*, *The Catholic Educational Review*, *The Ave Maria*, *America*, *The Book Survey* (published by the Cardinal's Literature Committee, 23 E. 51 St., New York City), *The Magnificat*, *The Sign*, *The Extension Magazine*, *The Catholic World*, etc.

## Primary Grades

### Religion

#### We Know the Mass

By Catherine Beebe. Colored illustrations. 87 pp. 50 cents. St. Anthony, 1940.

To prepare children for use of the Missal.

#### The Children's St. Anthony

By Catherine Beebe. Colored illustrations. 80 pp. 50 cents. St. Anthony, 1939.

For small children.

#### My Father's House

By M. H. Ruane and Janet Robson. 32 pp. 50 cents. St. Anthony, 1939.

Catholic ABC's with rhymes and pictures.

#### My Mass Book

By Sisters, Servants of the Immaculate Heart of Mary. 96 cents. Macmillan.

Every step of the Mass treated pictorially for young children.

#### Ave Maria

By Thomas B. Feeney, S.J. Illustrated. 50 cents. Kenedy, 1938.

Verses for children explaining the Hail Mary.

#### Thoughts for Little Ones

Illustrations by Jeanne Hebbelynck. 50 cents. Kenedy, 1938.

Prayers and ideas accompanied by drawings.

### Readers

#### The Quinlan Readers

By Myrtle Banks Quinlan. Allyn.

*Winky*, a preprimer; *Day by Day*, a primer; *To and Fro*, a first reader; *Faces and Places*, a second reader.

#### The Henry Books

By James S. Tippet. *Henry and the Garden* (preprimer) 24 cents. *Stories About Henry* (primer) 64 cents. *Henry and His Friends* (first reader) 72 cents. World, 1939.

An easy supplementary series.

#### Joyful Times (2nd reader)

#### Joyful Trails (3rd reader)

2nd, 80 cents; 3rd, 88 cents. Webster.

#### What Fun!

By Stone and Beery. 172 pp. Four colors. 72 cents. Webster.

Uses Professor Stone's standardized vocabulary in primary reading.

#### Joyful Stories: A Primer

By Stone and Hooe. 160 pp. Four colors. 64 cents. Webster.

Developed after extensive research and classroom trial.

#### Fun for Tom and Jip. A Preprimer

By Stone and Hooe. 48 pp. in four colors. 6 x 7 3/4. 24 cents (2 or more copies, 18 cents each). Webster.

#### My Workbook in Reading

By Aldridge and McKee. Two books for each of grades 1 to 3. Illustrated. Each book, 20 cents. Harter.

Vocabulary is based on the proper grade list. These are text-activity readers.

### Canadian Ways

By Harris & Harris. With 105 photographic illustrations. \$1. McKnight.

People, customs, and resources of Canada told and illustrated for young children.

#### Saturday at the Park

By Smith. A supplementary reader for first half of first year. 24 cents. McKnight.

#### A Visit to Grandmother

By Smith. Supplementary reading for first grade. One half of each page illustrated. 24 cents. McKnight.

#### Margo, the Horse Who Wouldn't Stay on the Merry-Go-Round

Pictures by Sugar Poling; story by Ginny Ryan. 8 x 10 1/2. \$1. Humphries, 1938.

Story with large colored illustrations which will charm first-grade children.

#### Introductory Lessons in Reading

By Merton and McCall. *Bob and Jane*, beginning, 24 cents; *At Work and Play*, Book I, 30 cents; *From Day to Day*, Book II, 32 cents; *Here and Away*, Book III, 32 cents. Laidlaw.

Early readers with an activity program.

#### Mother, Read Us a Poem

By Mary E. Woellworth. Illustrated. \$1.50. Queen's, 1939.

Twenty-two poems with introduction to mother's by Rev. Daniel A. Lord, S.J.

#### Yankee Clipper

By Donohue. Oxford, 1940.

A supplementary 3rd reader.

#### Long, Long Ago

By Pratt and Meighen. 224 pp. 88 cents. Sanborn.

An attractive first reader of folk tales.

### Religion

#### Bible History for Elementary Schools

By Rev. Sidney A. Raemers. Illustrated. 75 cents. Herder.

A new textbook for grade schools, emphasizing the life of our Lord. Useful for older persons also.

#### Unto God

By Sisters, Servants of the Immaculate Heart of Mary. \$1.12. Macmillan.

A prayer book based on the Missal for upper grades.

#### Catholic Faith, a Catechism

By Rev. Felix M. Kirsch, O.M.Cap., and Sister Brendan, I.H.M. Illustrated. Book I, 30 cents; II, 45 cents; III, 60 cents. Kenedy, 1939.

A thoroughly modern series built on the cycle system.

### Arithmetic

#### First and Second Number Books

By John R. Clark and Others. *First Number Book* (1939), 24 cents. *Second Number Book* (1940), 32 cents. World.

Picture words predominate in the first book. The two books are for grades 1 and 2.

#### Under the Number Three

#### In the Number Three

By Aldridge and McKee. Two books, each 20 cents. Harter.

Arithmetic for the first grade.

### Music

#### Instructor Rhythm Band Book

By J. Lillian Vandevere. 48 pp. 9 3/4 x 12 3/4. \$1. Owen.

Contains 38 pieces of music, directions for rhythm band, etc.

#### Music Third Year, New Edition

By Justine B. Ward. 8 vo. Illustrated. 128 pp. \$1.50. Cath. Ed., 1938.

To accompany this outstanding textbook are: A Teacher's Manual, a Children's Song Manual, and Music Charts.

### Social Studies

#### Textbook-Workbooks in Social Studies

*In Town and City* for 2nd grade. 96 pp. 24 cents. *Gifts from the Past* for 4th grade. 96 pp. 24 cents. Webster.

#### Picture Scripts

Single book, 15 cents; in quantities, 10 cents. Hale.

A series of picture-a-text booklets in social studies, sciences, arts, etc. Late titles are: *The Trains of Long Ago*, *The Coast Guard*, *Experiment Book*, *Antonio and Maria*, *Don't Wash My Ears*, *How to Make Toys*.

#### Without Machinery

By Hanna, Potter and Gray. Illustrated. 92 cents. Scott, 1939.

A 3rd-grade geographical reader. Life in various countries.

#### Centerville

By Hanna, Anderson and Gray. 288 pp. 92 cents. Scott.

A social-science book for the third grade. How a community provides the things that we could not provide for ourselves as individuals.

#### Always Be Safe

By McCracken. 48 cents. Macmillan.

A textbook-workbook in safety education for grades 1 to 3.

#### The Rainbow Series

By Carpenter, Bailey and Others. Allyn.

*Adventures in Science with Judy and Joe*, first reader; *Adventures in Science with Bob and Don*, second reader.

## Grades I to VIII

(See also Junior High School)

### The Christ-Life Series in Religion

By Dom Virgil Michel, Dom Basil Stegmann and the Sisters of St. Dominic. Macmillan.

Eight textbooks with teacher's manuals for grades 1 to 8. Based on the liturgy.

#### Praise the Lord

By a Dominican Sister. 20 cents. Bruce, 1939.

All the prayers, instructions, and information necessary for complete Catholic living.

#### The Madonna Series

By Father Matimore. *A Child's Garden of Religious Stories* (3-4), 96 cents; *Wonder Stories of God's People* (3-4), \$1; *Heroes of God's Church* (5-6), \$1. Macmillan.

Stories from the Bible and lives of the saints

#### Ditto Lessons in Religion

By Rev. W. H. Russell & others. *Praying the Mass* (upper grades); *Commandments* (Intermediate grades); *Life of Christ* (upper grades)



*First Communion* (primary); Illustrated. Printed with duplicator ink; teacher can make 100 copies. 1.50. Ditto.

Pax

By Sister M. Andrine\* Welters, O.S.B. Paper, 40 pp. Illustrated. 20 cents. Bruce, 1938.

A preparation for the sacrament of penance for children. Helps the child to prepare for confession intelligently.

*My Sunday Missal*

By Rev. Joseph F. Stedman. "Duroléather," 24 cents. Confraternity of the Precious Blood, 400 Ft. Hamilton Pkwy., Brooklyn, N. Y.

A practical Missal for children.

*God's Heroes*

By Rev. Thomas A. Lahey, C.S.C. In book form \$1, or 20 pamphlets for \$1. Ave Maria. Biographies for children.

### Readers

*Marywood Readers*

By Sister M. Estelle. Six readers with primer and preprimer. Macmillan.

*Tom and Ruth, Tom and Ruth Stories, Friends of Ours, Happy Times, Stories and Journeys, Story Cargo, Sunny Skies, and Shining Towers.*

*New Ideal Catholic Readers*

By Sisters of St. Joseph of Boston and Arthur I. Gates as adviser. Macmillan.

The recent publication of *Singing Hearts* (fourth reader) and *Silver Sails* (fifth reader) nearly completes this outstanding series. The Gates method provides for gradual growth of comprehension and word-mastery skills. The content is a balance of secular and religious material.

*The Golden Gate Readers*

By Harper, Heffernan, and Wulff. Books I and II. Sanborn.

Reading for the intermediate grades by authors of international reputation.

*Unit Study Readers*

In social science, natural science, and folk tales. 25 books for each of Grades 1-6. Each book, in quantity, 10 cents. Am. Ed.

*Diagnostic Reading Workbooks*

A new plan for primer to high school. Eight books. 16 to 48 cents. Am. Ed.

New graded stories; two standardized tests with each book; graded seatwork.

*Studies in Reading*

By Giddings, Veverka, and McTurnan. Fourth Grade, 88 cents; 5th, 96 cents; 6th, 96 cents. Laidlaw.

Intermediate readers just published.

*Happy Hour Readers*

By English and Alexander. *Funny Stories*, supplementary preprimer, 20 cents; *Daring Deeds*, 5th reader, 84 cents; *Wide Horizons*, 6th reader, 92 cents. Johnson.

These new additions complete the series. *During Deeds* is concerned with the effect of science and invention on our ways of living. *Wide Horizons* embraces almost every literary form.

*The New American Readers for Catholic Schools*

By the School Sisters of Notre Dame. Heath, 1939.

Scientifically planned readers with a Catholic and a natural home background.

*Easy Growth in Reading*

By Gertrude Hildreth & Others. Eleven books and accessory material. Winston.

A carefully planned and graded series from preprimer to third grade. Planned for reading readiness, reading skill, and reading enjoyment. Beginning work in readiness is provided by two large books (to be placed on an easel) instead of the usual chart. Individual books include three preprimers, and two each of primers, first book, second book, and third book. There are also workbooks, cards, and teachers' manuals.

*Individual Corrective Exercises for Elementary-School English*

Books 2-6, 24 to 32 cents each. *Puzzle Pages*, Books I & II for grade 1, 48 cents. McCormick.

*The Unit Activity Reading Series*

By Nila B. Smith and Others. Silver.

New additions to the series are: *Come and Play*, preprimer; *Yesterday and Today*, an additional third reader to secure successful transition;

*Distant Doorways*, fourth reader; *Frontiers Old and New*, fifth reader; and *On the Long Road*, sixth reader.

### Spelling

*Modern Life Speller*

By Fred C. Ayer and Others.

A popular series. Unit arrangement. Three-level grouping of words. Modern pedagogical devices. A *Workbook* Edition is in preparation. Grades 2-8. World.

*The Capitol Spellers*

By Thomas G. Foran and Sister M. Irmina, O.S.B. Seven books, for Grades 2-8. Illustrated. Each 28 cents. Cath. Ed.

These are workbook spellers scientifically compiled and checked with the Gates list. Books for grades 5-8 are still in preparation.



*Henry W. Longfellow as a Harvard Professor, a post he held 1836-1854.*

— From a daguerreotype by Southworth & Hawes. Courtesy of the Metropolitan Museum of Art.

*Spelling Fun for Boys and Girls*

By Sister M. Marguerite, S.N.D. Two books (2nd year and 3rd year), each 24 cents. Six or more, 18 cents each. Notebooks, 50 cents per dozen. Harter.

Prepared for use in the Diocese of Cleveland by instructors in primary education at Sisters College of Cleveland.

*Ditto Word Study*

By Adda Tobias. *Jack and Jill at School* and *Jack and Jill at Home*. Workbooks for primary grades. Each page printed with duplicating ink; the teacher can make 100 copies. \$1.50. Ditto.

*Ditto Lessons in Phonics*

By Adda Tobias. *Fun With Words*. Set I and Set II. Drill on each of the phonetic elements. Lessons scientifically planned. Printed with duplicator ink; teacher can make 100 copies. 1.50. Ditto.

*The Stanford Speller*

By Almach and Staffelsbach. Cloth: Grades II and III, 40 cents each; Grades IV and V, 44 cents each; Grades VI-VIII, 48 cents each. Paper: Each grade 24 cents. Laidlaw.

A new nonconsumable edition of these standard textbooks.

*Using Words: An Enriched Spelling Program*

By Lillian E. Billington. To be published soon by Silver, 1940.

Spelling course for grades 1 to 8 treating spelling as part of the language-arts program.

### English

*Adventures in Language*

By Burleson, Cash, and McCorkle. Allyn.

Textbooks-Workbooks for grades 3-8. Functional grammar and composition. Uses games, riddles, picture stories, cartoons, etc.

*This Way to Better Speech*

By Ahney and Miniace. In preparation by World, 1939.

Entertaining and effective exercises on the sounds of English speech. For grades 3-5.

*Steps to Good English*

By Shattuck and Cauley. 88 cents. Iroquois.

Complete handbook of English, including spelling and complete summary of grammar, capitalization, and punctuation.

*Workbook in English*

By Matilda Bailey. Two books for each of grades 4-6. Each book, 20 cents. Harter.

Functional grammar and composition.

*Daily Life Language*

By Lyman and Johnson. Books I, II, and III, with an introductory book for optional use in the second grade. Ginn.

Systematic program. Functional grammar in psychological units.

*Handbook of English for Boys and Girls*

By Kibbe, La Brant, and Pooley. Ed. by C. C. Certain. 60 cents. Scott, 1939.

A reference book for children in the middle grades. Not a textbook. Prepared by a committee of the National Conference on Research in English.

*Essentials of Everyday English*

By Ferris and Keener. Grade II, 32 cents; Grades III-VIII, each 44 cents. Laidlaw.

Pupil-activity textbooks providing a complete course in English.

*Language Journeys*

By Baker, Altstetter, Pitts, Crabb, and Fitzgerald. *Trails Ahead*, 7th grade, 68 cents; *Advancing Goals*, 8th grade, 72 cents. Johnson.

These new titles complete the series for grades 3-8, "built to stimulate effective thinking, speaking, and writing in daily social situations." Planned scientifically.

*Beacon Lights of Literature—Grade 6*

By Marquis E. Shattuck. 96 cents. Iroquois.

A new addition to this series based on An Experience Curriculum of the National Council of Teachers of English.

*Warp's Review Workbooks in English*

Three books. Language (grades 5 & 6); Composition (grades 7 & 8); Grammar (grades 7 & 8). Complete review questions and answers. New-type tests. Key for teachers. 40 cents (less for quantity). Warp.

*Reading and Literature*

Warp Workbook (grades 7 & 8). Questions, answers, tests, key. Warp.

### Arithmetic

*Iroquois New Standard Arithmetics*

By De Groat and Young. In a three-book and a six-book series. Illustrated. Iroquois.

New arithmetics based on modern methods.

*A Self-Help Arithmetic Workbook*

By Knight, Ruch, and Studebaker. Grades 3-8. Each 32 cents. Scott.

To supplement any textbook. Especially to accompany the authors' *Study Arithmetics*. They individualize arithmetic through self-help.

*Self-Improvement Exercises in Long Division*

By Irene S. Hizer. 32 pp. 8½ x 11. 24 cents. Harter.

*My Workbook in Arithmetic*

By Garry and Caroline Myers. Two books for each of grades 2-4. Each book, 20 cents. Book 4, 48 cents. Book 5, 56 cents. Book 6, 56 cents. Harter.

These are both textbooks and workbooks, for either basic or supplementary use.

*Daily Life Arithmetics*

By Buswell, Brownell, and John. Pub. by Ginn.

A completely new series of arithmetics stressing meaning and understanding.

*New Trend Arithmetic*

By Gillet, Durell, Durell, and Sultz. Six books for grades 3-8, workbooks and manuals. Merrill.

*My Practice Book in Arithmetic*

By Greenberg, Brownfield, and Taylor. Books I and II. Sanborn.

Complete the series for grades 1-8. A workbook of great help to teacher and pupil.

*Adventures in Arithmetic*

By Clifford B. Upton. For grades 1-8. Each grade, 28 cents. A. B. Co.



*The Book Lover: A Block Print.*

— By I. Ivin Rose

A series of arithmetic workbooks which place arithmetic among the social studies by relating the problems to actual life. Emphasis on stimulating thought.

#### **New Intermediate Arithmetic Problems**

By Bailey and Stevens. To be published by Newson in March, 1940.

A supplementary book of concrete arithmetic problems closely related to the pupil's daily activities in school and out. For the intermediate grades.

#### **Geography**

##### **Our World Today**

By Stull and Hatch. Allyn.

These modern textbooks treat geography as the basic social study for the grade schools. The four books for grades 3-8 are entitled: *Journeys Through Many Lands*; *Journeys Through North America*; *Europe and Europe Overseas*; *Asia, Latin America, United States*.

##### **Atwood-Thomas Geographies**

These well-known geographies, published by Ginn, were revised in text with new illustrations and new maps in 1938.

##### **The Old World Past and Present**

##### **The New World Past and Present**

By Webb, Campbell, and Nida. Pub. by Scott.

Combined history and geography for fifth and sixth grades.

##### **Europe and Asia**

##### **Southern Lands**

By Harlan H. Barrows & Others. \$1.44 and \$1.52. Silver, 1938.

Revision of geographies which emphasize the personality of countries.

##### **Geographical News Bulletins**

Published weekly by the National Geographic Society, Washington, D. C.

Thirty issues for the school year mailed to teachers for 25 cents.

##### **Ditto Geography Lessons**

By Uttley & others. Three geography workbooks for grades 4-6. Printed with duplicator ink; teacher can make 100 copies. 1.50. Ditto.

##### **Warp's Review Workbooks in Geography**

Four books (Western & Eastern Hemispheres, grades 5 & 6; 7 & 8). Daily review and drill and frequent tests. 5 types of tests. Key for teachers. 40 cents (less for quantity). Warp.

#### **History**

##### **America, Land of Promise**

European backgrounds and activities of Spain, France, Holland, and Sweden in the New World. 306 pp. Illustrated. \$1.24.

##### **America, Land of Opportunity**

English colonization and Revolutionary War. 374 pp. Illustrated. \$1.32.

#### **America, Land of Progress**

New government to the Period of Reconstruction. \$1.40.

##### **America, Land of Achievement**

The Reconstruction to the present time. In preparation.

This new series of histories for Catholic grade schools is written by the Brooklyn community of the Sisters of Mercy and published by The Bruce Pub. Co.

They integrate Catholic history with secular history and correlate it closely with religion, geography, and community civics.

##### **Our America Past and Present**

By Knowlton and Harden. 838 pp. \$1.76. A. B. Co.

A cross section of American life from the discovery to the depression. Arranged in Episodes with a preview to each.

##### **Our Developing Civilization**

By McClure and Others. *The Story of Ancient Times*, \$1.20; *The Background of Modern Nations*, \$1.44; *The United States of America*, \$1.68; *Fundamentals of Citizenship*, \$1.20. Laidlaw.

Social-studies textbooks based on history.

##### **The Lawler Histories**

By Thomas B. Lawler. Pub. by Ginn.

*An Elementary History of the United States* (Gr. 4-5) Emphasizes economic and social life. *Builders of America* (Gr. 4-5) Early American stories. *The Gateway to American History* (Gr. 6) A background to early world history. *Standard History of America*, an up-to-date history for upper grades.

##### **A Work Book on America's Old World Background**

For use with the textbook *America's Old World Background* or a similar book. 48 cents. Iroquois.

##### **Desk Outline Maps**

Maps of countries, regions, and states of the Union. Each one cent. 75 cents per 100. Harter.

For geography and history. No map is smaller than 8 x 10 inches.

##### **Warp's Review Workbooks in History**

Four books (grades 5-8). Complete review questions and answers. New-type tests. Key for teachers. 40 cents (less for quantity). Warp.

##### **General Social Studies**

##### **Ten Communities**

#### **English**

##### **Growth in Reading, Books I and II**

By Pooley, Walcott, and Gray. Illustrated. Book I, \$1.40; Book II, \$1.48. Scott, 1939.

Literature for upper grades. Outdoor life and interests, exploration, science and invention, and folklore are some of the units of selections from modern writers. There are thought questions and reading lists. To help pupils enjoy and understand what they read.

##### **Studies in Prose and Poetry**

By Wellons, McTurnan, and Smith. 7th Grade, \$1.12; 8th Grade, \$1.20. A Junior Anthology, Book I, \$1.48; II, \$1.56; III, \$1.64. Laidlaw.

##### **Voyages in English, Eighth Year**

By Rev. Paul E. Campbell and Sister Mary Donatus MacNickle, I.H.M. Cloth, 382 pp. Illustrated. 96 cents. Loyola, 1939.

A complete course in English composition and grammar with modern methods and devices and an abundance of Catholic material.

##### **Modern Living**

By Eleanor M. Johnson and Others. 48 cents. Am. Ed.

A diagnostic reading workbook for grades 7-12; includes 2 standardized tests. For retarded readers.

##### **Getting the Meaning**

By Guiler and Coleman. Books I, II, and III, 40 cents each. Lippincott, 1940.

Remedial reading workbooks for grades 7-12.

##### **Growth in Thought and Expression**

By Walcott, Thorpe, and Payne. Books I, II, and III. Sanborn.

By Hanna, Potter, and Quillen. Pub. by Scott.

A book not yet off the press. Studies ten widely scattered communities in the United States with differing history and backgrounds. A new approach to social studies for the fourth grade.

##### **Our Little Neighbors at Work and Play**

By Frances Carpenter. 240 pp. 96 cents. A. B. Co.

A child's activity approach to social studies for third or fourth grade. Early American children and Indians, modern American children and foreigners.

##### **Instructor Series of Illustrated Units**

Thirty-eight units. 30 cents each (25 cents each for 4 or more). Owen.

Each unit consists of a booklet of text matter and a set of pictures. Subjects include: Airplanes, Animals, Books, Clothing, Farm Life, etc.

##### **Social Studies**

By Bruner and Smith. Book Three (for 6th grade) includes *Tools and Machines*, *Transportation and Communication*, *Conserving Our Natural Resources*. \$1.40. Merrill.

##### **Living Safely**

By Bowman and Boston. 52 cents. Macmillan.

Text, work, and activity materials for grades 6-8.

##### **Hall Social Science Readers**

*Through by Rail, The Mail Comes Through*, *Skyways*, each \$1.32. Macmillan.

##### **The Young Catholic Messenger**

##### **Junior Catholic Messenger**

##### **Our Little Messenger**

Weekly news magazines for children. Grades 6-9, 3-5, and 2 respectively. Pflaum.

#### **Music**

##### **Justine Ward Music Series**

This series now includes textbooks of theory, children's song books, and teacher's manuals for grades 1-4 incl., and Vol. I of liturgical hymns. Books for grades 5-8 incl. are in preparation. The Catholic Education Press are the publishers.

##### **World of Music Series**

Three books of vocal music; beginner's band and orchestra courses; and a *Music Appreciation Course* for junior high schools. Ginn.

The song books of this series for the grade school are remarkably attractive to children, teachers, and parents. *The Music Appreciation Course* is to be published in April, 1940.

## **Junior High School**

An entirely new and up-to-date series of English texts for the junior high school.

##### **Language Arts for Modern Youth**

By Cassell, Oberholtzer, and Bruner.

Three books for grades 7, 8, and 9. Each \$1.20. Merrill.

##### **Junior High-School English**

*Plain English Handbook*, 24 cents. *Plain Way English Exercises*. Books I, II, III, each 32 cents. McCormick.

#### **Mathematics**

##### **Applied Mathematics**

By James F. Johnson. 444 pp. Illustrated. \$1.40. Bruce, 1939.

Applies elementary mathematics to everyday problems of business and shopwork. A basic text for boy's vocational, trade, and apprenticeship courses, and for junior high schools.

##### **Learning to Compute**

By Raleigh Schorling and Others. Book I, 32 cents. Book II, 32 cents. World, 1940.

Individualized practice for self-improvement in the fundamentals of arithmetic.

##### **Problems in Junior Mathematics**

By Gilmartin and Others. 192 pp. 80 cents. Newson, 1939.

A supplementary book of concrete problems, mostly in arithmetic, with some in algebra, geometry, and trigonometry. For grades 7, 8, and 9.

##### **City Junior Mathematics**

By Bowie and Others.

Seventh Year, first half, 96 cents. Second half in preparation. Merrill.



**Social Sciences****The Making of Today's World**

By R. O. Hughes. \$2. Allyn.  
A history for the junior high school.

**Our Land and Our People**

By Ames, Ames, and Staples. 704 pp. Illustrated. \$1.80. Webster.

American history for Grades 7 and 8.

**America's Road to Now**

By Charles H. Coleman and Edgar B. Wesley. Cloth, 667 pp. Illustrated. \$1.76. Heath, 1939.  
A complete history for the 8th grade.

**The United States at Work**

By Maude C. Martin and Clyde E. Cooper. 60 pp. Heath, 1938.

A complete historical geography of the United States for junior and senior high schools.

**Experiences in Citizenship**

By Whittaker and Jamison. 698 pp. Illustrated. \$1.44. Webster.

A one-year course in civics for 8th or 9th grade.

**Growing in Citizenship**

By Young and Barton. 822 pp. Illustrated. \$1.76. McGraw, 1939.

For a 9th-grade course in civics and economic citizenship.

**Home Economics****Sharing Home Life**

By Baxter, Justin, and Rust. \$1.68. Lippincott, 1940.

Enough work in home economics for grades 7, 8, and 9.

**Foods Workbook**

By Gorrell and McKay. 252 pp. 65 Illustrations. 80 cents. Lippincott, 1939.

A workbook and study guide for a high-school course in foods.

**Senior High School**

(See also Junior High School)

**Religion****Instructions on Christian Doctrine**

By Rev. Nicholas O'Rafferty. *The Sacraments*, 352 pp. \$2.75; *The Apostles' Creed*, 344 pp. \$2.75. Bruce, 1939.

Translations from the Italian of Very Rev. Ildephonsus Bressanvido, O.F.M., and other sources.

**Our Blessed Mother**

By Rev. Peter A. Resch, S.M. 208 pp. Illus. \$1.44. Bruce, 1939.

A textbook for one semester in the upper classes of high school.

**The Christian Life Calendar, 1940**

By Rev. Wm. H. Puetter, S.J. 64 pp. Metal-binding. 75 cents (reduction for quantity). Bruce.

A practical liturgical calendar and guide to the Missal.

**The Life of Christ**

By Isidore O'Brien, O.F.M. 550 pp. Study-Club ed. \$1; library ed. \$2.50. St. A., 1939.

A high-school textbook with questions for students.

**Church History Through Biography**

177 pp. 30 cents. St. A.  
Eighteen biographies for high schools and discussion clubs.

**English****American Writers****English Writers**

By Cross, Smith, Stauffer, and Collette. Revised in 1939 and 1940 respectively. Ginn.

Emphasis on modern writers, new editorial aids, new illustrations, are featured in these new editions for high-school literature.

**A Grammar of Living English**

By McKnight, Haber, and Hatfield. 310 pp. \$1.12. A. B. Co.

The essentials of functional grammar for use in the high school. Part One deals with the sentence; Part Two, with the forms of words.

**High School Anthology**

*World Literature*, by Wellons, McTurnan, and Smith, \$1.64. *Literary Types*, *American Literature*, *English Literature*, all by Sharp, Tigert, Mann, and Dudley, each \$1.80. Laidlaw.

**Making Sense**

By Leonard and Salisbury. Book I, 68 cents; Book II, 84 cents; Book III, 84 cents. Scott.

"How to say what you mean and Understand what you read." Workbook-textbooks for the high school with a psychological approach and correlation of reading and writing.

**Daily Life English: Senior Series**

By Johnson, McGregor, Lyman, and Blosev. *English Expression* (1939); *The English Workshop* (1939); *Third Book* (1940); *Fourth Book* (1940). Ginn.

Vigorous new program in high-school composition.

**Daily Drills for Better English**

By Edward H. Webster. Revised. 426 pp. \$1.32. World, 1939.

A student's practice book and self-help hand-

book. A practical book for the high school. A teacher's manual, *Oral Tests for Correct English* (60 cents) accompanies the book.

**Grammar for Everyday Use**

By Helen F. Daringer. 352 pp. \$1. World, 1938.

A basic text or supplementary book for early high-school classes.

**High School English**

*Essentials in English—Laboratory Method*, Books I, II, III for grades 9-12, each 80 cents. *Cumulative Review*, grammar & usage (grade 10) 36 cents. *Sentence Mastery*, grammar (grade 11) 36 cents. *Review for Mastery in English* (grade 12) 32 cents. McCormick.

**Graded Units in Vital English**

By Orgel, Peyser & Works. Book I, 272 pp. 84 cents; Book II, 288 pp. 84 cents. Ox. Book Co., 1939.

Remedial textbooks. Contain diagnostic tests, remedial lessons, practice exercises, and review exercises. For 1st and 2nd years of high school.

**Senior English Activities**

By Hatfield and Others. Book I, \$1.40; Book II, \$1.40; Book III, \$1.48; Advanced book: *English Your Obedient Servant*, \$1.44. A. B. Co.

The books follow the Test-Study-Practice-Test Plan. Cover functional grammar and essential composition. Unit plan. Subject matter based on social experiences. Individual differences. Bibliographies. Corrective exercises. Integrated with other subjects in the curriculum.

**Senior English Activities**

By Hatfield, Lewis, Besig, and Borches. A. B. Co., 1938.

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**Workbooks in Literature**

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Outlines of at least 93 English classics are available in this well-known series. A number of them have been revised recently by Harold T. Eaton. The outlines are for both teacher and pupils.

**American English**

By Goddard, Camp, Lycan, and Stockwell. Books I and II, \$1.04 each. Books III and IV, \$1.08 each. Lippincott, 1939.

A thoroughly integrated series of grammar and composition for grades 9 to 12. In spite of their somewhat daring title, the books seem to lean decidedly to conservatism rather than to radicalism. The illustrative exercises are based on daily life.

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**Reading with Clues**

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Short stories and articles for high-school English, with remedial features.

**The Golden Treasury**

Selected by Francis T. Palgrave. Ed. with Notes by C. B. Wheeler. School edition, 792 pp. \$1.35. Oxford.

Includes the four books of *The Golden Treasury*. Additional Poems, and Poems by Contemporary Authors.

**Outline in Survey of English Literature**

By Sister M. Benedicta, O.S.U. 82 pp. 50 cents. The Cadillac Press, Cleveland, Ohio.

**Languages****First Year Latin**

By Smith and Thompson. 517 pp. Illustrated. \$1.40. Allyn.

Aims to make Latin interesting and valuable for general culture; to minimize difficulties; to prepare for second year. Compares English grammar to Latin.

**First Latin****Second Latin**

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A modernized method designed to provide a thorough background in fundamentals and to prepare for future intelligent reading of classics. Features are: Mastery of vocabulary; repetition; a slow beginning; a new approach to the differences between Latin and English. A Teacher's Guide is supplied free on adoption.

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**Spanish Basic Reading Grammar**

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**The French People**

By Happel, Acerboni & Brooks. Book I, 64 pp. 25 cents; Book II, 160 pp. 40 cents. Books I & II combined, Cloth, 69 cents. Ox. Book Co., 1939.

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This course in modern European history traces the course of events from the early eighteenth century to the year 1938.

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By Daniel C. Paige. 320 pp. Illus. 51 cents. Ox. Book Co., 1939.

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**America in Our Day**

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**Civics, Economics, Sociology****Lessons in Liberty**

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**Catholic Sociology**

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Makes the subject clear to young readers.

**Our Changing Social Order**

By Gavian, Gray, and Groves. 684 pp. Heath, 1939.

A public school textbook.

**Our Life Today, an Introduction to Current Problems**

By Bacon and Krug. 679 pp. Little, 1939.

An introduction to social sciences for high school.

**Democracy at Work**

By Fincher, Fraser & Kimmel. Illus. Winston.

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Emphasizes the practical applications of geometry.

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By Leonhardy, Joseph, and McLeary.

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By Richert. 48 cents. Gregg.

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By McKinsey and Piper. Vol. I, \$1.64; Vol. II, \$1.84. South-Western.

Vol. I, published in 1939, is a one-year course, emphasizing personal, family, and small-business accounts. Vol. II, pub. in 1938, is a 2nd-year course covering the regents' requirements for the State of New York.

**What Do I Do Now?**

By Payne. To be published soon. Gregg.

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**Introductory Business Training**

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**Workbook in Business Arithmetic**

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Arithmetic applied to actual personal and business problems.

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By Trilling, Williams, and Reeves. Revised and enlarged. 708 pp. 257 illustrations. \$1.68. Lippincott, 1939.

**Home Economics**

By Mary L. Callahan and Sister Mechtilde Schaaf. 103 pp. 30 cents. Catholic Conference on Family Life, 1312 Massachusetts Ave., N.W., Washington, D. C., 1939.

For adult study clubs and high schools.

**Safety for Myself and Others**

By Bush, Ptacek, and Kovats. 132 pp. Illustrated. 44 cents. A. B. Co.

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An annual practical reference book formerly called *The Franciscan Almanac*.

**The American Catholic Who's Who**

Vol. 4 (for years 1940-41), \$6.50; (to school libraries, \$5.85). Romig, 1940.

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**Current Events Yearbook**

Pub. annually in September. Current information for history, geography, etc. 25 cents (18 cents in quantity). Am. Ed.

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**White Wings and Barricades**

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**Brother Andre**

By Rev. Real Boudreau, C.S.C., tr. from the French of Rev. Henri-Paul Bergeron, C.S.C. \$2. Benziger.

**The Prince Who Gave His Gold Away**

By Sister M. Fides Glass. \$2. Herder, 1938. The story of Demetrius Gallitzin.

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By Sir Herbert Grierson. Columbia U. Press, N.Y.C. \$4.50.

**Gallant John Barry**

By Wm. Bell Clark. \$4.50. Macmillan.

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By Rev. Peter A. Resch, S.M. 208 pp. Illus. \$1.44. Bruce, 1939.

Based on ten years of experience in teaching Mariology. Basic text for junior- and senior-high-school students.

**Mary's Part in Our Redemption**

By Rev. Geo. D. Smith, D.D. \$1.75. Kenedy.

**Paul**

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St. Paul at the martyrdom of St. Stephen and as a prisoner of the Jews and declaring his mission to the Gentiles.



*Tennyson's Birthplace, Somersby, Lincolnshire. This is a view from the garden. On the right is a private chapel.*

— Photo by Margaret E. Bonham

**Paul and the Crucified**

By Rev. Wm. J. McGarry, S.J. \$3. America.

**Christ's Twelve**

By Rev. F. J. Mueller. Rev. ed. \$1. Bruce, 1939. The personalities of the Apostles constructed from Scripture.

**A Dictionary of Saints**

Compiled by Donald Attwater. \$2.75. Kenedy, 1939. The saints in brief, based on Butler's earlier findings.

**The Lives of the Saints**

By Rev. Alban Butler. Revised by Herbert Thurston, S.J. & Donald Attwater. 12th & last volume. \$2.35. Kenedy, 1939.

**Saint Andrew Bobola**

By Louis J. Gallagher, S.J. & Paul V. Donovan, LL.D. \$1.50. Humphries, 1939. The life of a Polish saint, canonized in 1938.

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By Donald Attwater. Pub. by Bruce, 1939. Author is an authority on the Eastern churches.

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A lively story of a likable and practical man—St. Vincent de Paul.

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Fifteen saints and near saints, written by eleven authors.

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St. Francis Assisi for everybody.

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By Rev. Joseph C. Fenton. \$2.25. Bruce. The author is a professor of theology at the Catholic University of America. The material is fundamental for a life of prayer and good material for sermons.

**The True Vine and Its Branches**

By Rev. Edward Leen, C.S.Sp. \$2.50. Kenedy, 1938.

A good explanation of the Mystical Body of Christ.

**The Holy Trinity**

By Rev. J. P. Arendzen, D.D., Ph.D., of the Catholic Missionary Society. \$1.75. Sheed. A theological treatise for modern laymen.

**Beyond the Altar Rail**

By Rev. Thos. H. Moore, S.J. Fordham, 1939. A study of the Mass.

**The Sacrifice**

By Paul Bussard. \$1. The Leaflet Missal, St.

Paul, Minn., 1939.

**The Eucharist**

By Rev. Peter Skarga, S.J. Tr. By Rev. E. J. Dvoraczky. 256 pp. \$2. Bruce, 1939.

The theology of the Holy Eucharist presented with understanding and conviction.

**The New Testament**

30 cents. Wildermann, 1939.

A new pocket edition.

**The Fine Gold of the Old Testament**

By Rev. I. J. Semper. Loras Coll. \$1.

**The Human Christ**

By Rev. F. J. Mueller. \$2. Bruce, 1939.

The former volume, *Christ*, presented our Lord in His "official" aspects. This book stresses His "human" side.

**The Following of Christ**

By Gerard Groote; tr. by Rev. Joseph Malaise, S.J. Library size, \$2.50. Pocket size, \$1. America.

**Looking on Jesus**

By Paul L. Blakely, S.J. 125 pp. \$1. America, 1939.

Simple reflections on the Sunday Gospels.

**The Unified Gospel of Jesus**

By Rev. Wilfred G. Hurley, C.S.P. Adapted from *Il Vangelo di Gesù* by Rev. A. M. Anzini. \$1. Paulist, 1939.

The Gospels in one narrative.

**The Life of Jesus**

By Rev. James F. Cunningham, C.S.P. Cloth, \$1. Paper, 50 cents. Sunday Visitor, 1938.

**Our Lady's Rosary**

By Fathers Callan & McHugh, O.P. Illus. 35 cents. Kenedy.

**All Day with God**

By Blanche Jennings Thompson. Pub. by Bruce, 1939.

A new prayer book with St. Therese's "Little Way" adapted to everyday life.

**As I See Me**

By Dr. Joseph Spieler & Rev. Tarcisus Rattler, O.S.A. 114 pp. \$1. Bruce, 1939.

Concrete applications in detecting self-deception. For both teachers and pupils.

**Minute Men Catholaganda**

By Rev. Dr. Rumble, M.S.C. & Rev. Charles M. Carty. Paper, 60 pp. 10 cents. Rumbel & Carty, 500 Robert St., St. Paul, Minn. A summary of Catholic doctrine.

**The Little Virtues**

By Rev. David P. McAstocker, S.J. \$1.75. Bruce, 1939.

Treats of such virtues as cheerfulness, punctuality, tact, caution in speech, courtesy.

**Matters of Moment**

By Rev. J. E. Moffatt, S.J. \$1. Bruce, 1939. Thirty brief meditations following the Spiritual Exercises of St. Ignatius.

**Kindness—Thoughts on Fraternal Charity**

Comp. & ed. by Rev. F. X. Lasance. \$1. Benziger.

**History****From Many Countries**

By Rev. Francis S. Betten, S.J. Cloth, large. 305 pp. \$1. Kenedy, 1938.

Nineteen historical sketches. Introduction by Rt. Rev. Msgr. Peter Guilday.

**The Peace That Failed**

By Varian Fry. Distributed to schools by Silver. Tells what was wrong with the Versailles Treaty.

**The Bishop Jots It Down**

By Francis Clement Kelley. \$3. Harper, 1939. The story of the Catholic Church Extension Society and many events of history including the author's observance of the making of the Versailles Treaty.

**Our Lord and Our Lady**

By Daniel Sargent. 263 pp. \$2.50. Longmans, 1939.

**The Church in the United States**

Adapted by F. A. Fink. Paper. Sunday Visitor. Supplementary material on various subjects.

**Pioneer Catholic History of Oregon**

By Most Rev. Edwin V. O'Hara. 249 pp. \$1. St. Anthony, 1939.

"A fourth and final edition." An account of the Oregon Country (including British Columbia, Washington, and Oregon).

**Church History Through Biography**

By the National Center of the Confraternity of Christian Doctrine. 180 pp. 50 cents. St. Anthony, 1939.

**Description of Louisiana**

By Father Louis Hennepin, tr. by Marion E. Cross. Cloth, 207 pp. \$3.50. Univ. of Minn., 1938.

Father Hennepin's account of his voyages through Michigan, Wisconsin, Indiana, Illinois, Iowa, and Minnesota.

**The Story of Civilization**

By Carl L. Becker & Frederick Duncalf. 858 pp. Silver, 1938.

**Building Minnesota**

By Theodore C. Blegen. 478 pp. \$1.48. Heath, 1938.

A history of the state for school or general reading. Author is president of the state historical society and a professor at the state university.

**Wider Horizons of American History**

By Herbert E. Bolton. \$1.50. Appleton, 1939.

**Pioneer Catholic History of Oregon**

By Most Rev. Edwin V. O'Hara. St. Anthony Guild Press, Paterson, N. J. xv + 234 pp. \$1. Study-club ed. 50 cents.

**Latin America**

By F. A. Kirkpatrick. \$3.75. Macmillan, 1938. A good brief history.

**An Outline of Roman History**

By Charles W. Reinhardt, S.J. 277 pp. \$2. Herder, 1939.

For teachers and students of history and of Latin classics.

**Gods of the Gentiles**

By Rev. George C. Ring, S.J. 364 pp. \$3.50. Bruce, 1938.

Explanations of the religions of the Assyro-Babylonians, Persians, Egyptians, Greeks, and Romans.

**Social Science****Manifesto on Rural Life**

By Most Rev. A. J. Muench & Rt. Rev. L. Ligutti. Cloth, \$1.50; paper, \$1. Bruce, 1939.

Fundamental principles and policies essential to the solution of the rural problem.

**Masters of Their Own Destiny**

By M. M. Coady. 170 pp. \$1. Harper, 1939.

The story of the achievements of the cooperative movement in Nova Scotia.

**Cooperation: An American Way**

By John Daniels. 399 pp. \$3. Covici-Friede, 1938.

A popularly written review of the cooperative movement in the United States.

**The U. S. at Work**

By M. C. Martin & C. E. Cooper. Heath.

**America Begins Again**

By Katherine Glover. 385 pp. Illus. \$1.76. McGraw.

Wasted national resources and the means of conserving what remains.

**Loan Sharks and Their Victims**

By William T. Foster. Distributed to schools by Silver.

**Miscellaneous****Jurica Biology Charts**

By Rev. Hilary S. Jurica, O.S.B. Single chart \$2; set \$32. Nystrom.

Adapted to the needs of high-school and college classes.

**An Introduction to Liturgical Latin**

By A. M. Scarre. Second ed. rev. \$1.75. Benziger, 1939.

**Grade-School Library****A Life of Our Lord for Children**

By Marigold Hunt. Cloth, 162 pp. \$1.25. Sheed.

**The Lord's Prayer**

By Rev. Frederick M. Lynk, S.V.D. Profusely illustrated. Mission Press.

**Doctrinal Sermons for Children**

Series II by Rt. Rev. Msgr. Thomas F. McNally. \$1.25. Dolphin Press, 1938.

**Silver Pennies****More Silver Pennies**

By Blanche Thompson. 88 cents and \$1. Macmillan.

Two choice collections of short poems for children.

**Christmas Comes Again**

By John N. Then. \$1.50. Bruce, 1939.

A second book of Christmaslore by the author of *Christmas*. Legends, folklore, customs in various lands.

**Planning Your Future**

By Myers, Little & Robinson. Rev. ed. 419 pp. Illus. \$1.50. McGraw.

Answers general questions about various occupations.

**Men Who Made Britain**

By M. M. B. & C. S. S. Higham. 192 pp. 90 cents. Longmans.

**Little Saint Agnes**

By Helen Walker Homan. 40 pp. \$1. Longmans, 1938.

**Saints Who Spoke English**

By Joan Windham. Cloth, 156 pp. \$1.75. Sheed, 1939.

**A Carrack Sailed Away**

By Mabel Farnum. 396 pp. \$2. Propagation of the Faith Society, Boston, 1938.

Biography of St. Francis Xavier for children and adults.

**Pasteur, Knight of the Laboratory**

By Rev. Francis E. Benz. \$2. Dodd, 1938.

**The White Knight**

By Mabel A. Farnum. \$1. Catholic Library Service, St. Paul, Minn., 1938.

Life of Pope Pius X for children.

**Saints by Request**

By Joan Windham. \$1.50. Sheed, 1938.

Another book by the author of *Six O'clock Saints*.

**Our Kateri**

By Sr. M. Immaculata, O.P. \$1.50. Benziger, 1938.

Life of Catherine Tekakwitha for children.

**Heaven on Earth**

Translated from the French of Camille Melloy by Joan Windham. \$1.25. Sheed, 1937.

Stories for children of saints, such as Tarcisus, Veronica, Germaine, Gudule, and Anthony.

**A Shepherd and a King**

By Anne Coyne. 124 pp. Illus. \$1.50. Bruce, 1939.

The absorbing story of St. Jean Marie Vianney, the Curé of Ars. For young or old.

**Mary Stuart, Young Queen of Scots**

By Mildred Criss. \$2.50. Dodd, 1939.

A biography for Catholic girls of junior-high-school age. A Pro Parvul's choice.

**Alaska, Its History, Resources, Geography, and Government**

By Mariette Shaw Pilgrim. 296 pp. \$3. The Caxton Printers, Caldwell, Ida.

Intended primarily for children in Alaska.

**God's Wonder World**

By Rev. Thomas A. Lahey, C.S.C. 20 pamphlets for \$1. Ave Maria.

Elementary science.

**Furnishing the Small Home**

By Margaret Merivale. \$2.50. Studio, 1938.

**The Fight on Cancer**

By Clarence C. Little. Paper, 32 pp. 10 cents. Public Affairs Pamphlets. Distributed by Silver, Burdett & Co., Newark, N. J.

**The Morality of the Newspaper**

By Richard Reid. 50 cents. University Press, Notre Dame, Ind.

**Living with Others**

By Laurence B. Goodrich. 304 pp. \$1. A. B. Co. A handbook of social conduct in everyday life.

**Christmas: A Book of Stories Old and New**

Selected by Alice Dalgliesh. 232 pp. \$2. Scribner's, 1934.

For junior-high-school age.

**Blockade Runner**

By Rev. H. J. Heagney. \$1.50. Longmans, 1939.

The story of Father John B. Tabb as a young man.

**The Mystery of Lady Ridge**

By Anne Morehead. \$1. Ave Maria, 1938.

A novel for children.

**Secret of the Book Shop**

By Francis Y. Young. \$1. Catholic Library Service, St. Paul, Minn., 1938.

**Angel City**

By Rev. Gerald T. Brennan. 94 pp. \$1.25. Bruce, 1938.

For children 7 to 10 years. Father Gerald buys his way into Angel City by promising to tell the children a story each day he stays.

**Angel Food**

By Rev. Gerald T. Brennan. 128 pp. \$1.50. Bruce, 1938.

Little stories that convey religious truths to children, written on the child's own level. Includes stories about such popular characters as Snow White, Charlie McCarthy, Skippy, and Popeye.

**O'Donel of Destiny**

By Mary Kiely. 264 pp. Illus. \$2. Oxford.

The life and times of Hugh O'Donel of Ireland in the days of Queen Elizabeth. For children 12 to 16.

**The Top of the World**

By Alice Gall and Fleming Crew. 128 pp. \$1.50. Oxford.

A book of adventure in Greenland for children 8 to 12.

**Young Voyageur**

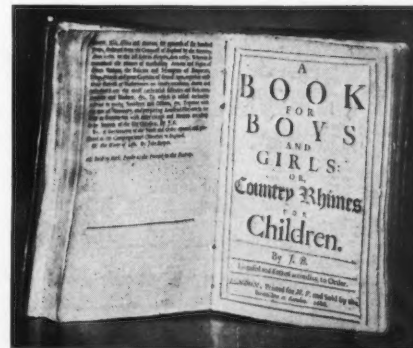
By Charles Clay. 409 pp. \$1.50. Oxford.

A story of Canadian fur-trading days for children 12 to 16.

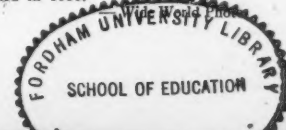
**Wooden Shoes in America**

By Lois Maloy & Alice Dalgliesh. \$1.75. Illus. Scribner's, 1940.

Stories of the Dutch in America for children 5 to 9. The illustrations are in two and four colors.

**"The John Bunyan Book"**

Recently purchased in England for the Harvard Library for \$10,000. One of two surviving copies of a book published in 1686.





**Lovina: A Story of the Pennsylvania Country**  
By Katherine Milhous. \$1.75. Illus. Scribner's, 1940.

Story for children 6 to 9 of the Amish or Pennsylvania Dutch. Illustrations in two and four colors.

#### Animal Stories

Selected and edited by Walter De La Mare. Illus. \$2.50. Scribner's, 1940.

## For the Librarian

### The Library in the School

By Lucille F. Fargo. New 3rd ed. 568 pp. Illus. \$3.50. A. L. A., 1939.

A new, enlarged edition of a work that for years has been the standard on the organization, equipment, management, and uses of the school library.

### Teaching the Use of Books and Libraries

By Mary Ingles & Anna McCague. 2nd ed. rev. 207 pp. \$1.80. Wilson.

A manual for the use of teachers and librarians.

### Housing and Equipment of School Libraries

Comp. by E. L. Anderson. Leaflet No. 33. 11 pp. 5 cents. U. S. Office of Educ. Supt. of Doc.

### Manual of Cataloging and Classification for Small School and Public School Libraries

By M. F. Johnson. 3rd rev. ed. rewritten by Dorothy E. Cook. 90 cents. Wilson.

### Basic Reference Books

By Louis Shores. Second ed. 486 pp. \$4.25. A. L. A., 1939.

Evaluation, study, and use of reference material.

### Ground Plan for Catholic Reading

By F. J. Sheed. 50 cents. Sheed, 1938.

With a note on reading and education.

### New Worlds to Live

Compiled by Mary Kiely. Paper, 108 pp. Illus. 50 cents. Pro Parvulis, 1939.

An annotated catalog of 1,000 titles of recreational reading for boys and girls from preschool to adult age. This catalog has been so popular that the publishers sometimes find it difficult to supply the demand.

### By Way of Introduction

By a joint committee of the A. L. A. and the N. E. A. Ed. by Jean C. Roos. 130 pp. 65 cents (reduction for quantity). A. L. A., 1939.

A book list for young people, arranged under 20 broad reading interests. 1200 books described.

### A Professional Library List for Teachers

32 pp. 10 cents. The Catholic School Board, 23 E. 51 St., New York, N. Y.

### A Guide to the Encyclicals of the Roman Pontiffs from Leo XIII to the Present Day (1878-1937)

By Sister M. Claudia Carlen, I.H.M. 247 pp., photolithographed. \$2. Wilson, 1939.

### The Biographical Bookshelf

*American Authors, 1600-1900.* \$5; *British Authors of the 19th Century* \$4.50; *Authors Today and Yesterday* \$4.50; *Living Authors* \$3.75; *The Junior Book of Authors* \$3.25; *Composers of Today* \$3.75; *Composers of Yesterday* \$4.50. Wilson.

### The Catholic Theatre Year Book 1939-1940

Paper, 96 pp. \$1. Dramatic. Articles explaining the work of the Catholic Dramatic Movement. Practical articles on directing plays, scenery, make-up, etc. Catalogs of plays classified as to seasons and occasions. Miscellaneous material.

### My Vocation: By Eminent Americans

Comp. by Earl G. Lockhart. \$1.50. Wilson.

### Occupations and Vocational Guidance

By Wilma Bennett. Paper. \$1.25. Wilson, 1938. A buying list and index to pamphlets on occupations and vocational guidance.

### Rural Plays

Numbers 15, 16, and 17 of the publication of the National Play Bureau. 20 cents each.

These are descriptive catalogs of nonroyalty plays. The listing has been done by the Federal Theater Project, WPA.

### Vocational Guidance Digest

Ed. by L. R. Martin, 325 Sutter St., San Francisco, Calif. Pub. by Stanford Univ. Press. Monthly (Sept.-June). \$2.50 per year.

Latest news and suggestions for guidance counselors.

Fifty stories from Aesop's fables to the present day for children of all ages.

### Boat Builder

By Clara I. Judson. Illus. \$1.50. Scribner's, 1940.

The story of Robert Fulton for children 8 to 12.

### On the Trail with Lewis and Clark

By Bonnie C. Howard. For grades 4 to 8. Illus. 96 cents. Silver, 1939.

### Catholic Periodical Index

Cumulative Volume 1930-33. Other volumes also. Wilson.

### The Catholic Bookman

A monthly survey of international Catholic literature. \$2.75 per year. Romig.

### Abridged Readers' Guide to Periodical Literature

Began in 1937 as a service to small schools. Monthly except in July and August. Charged on a service basis. Wilson.

### Index to American Catholic Pamphlets

By Eugene P. Willing. 128 pp. \$1.25. Cath. Lib., 1937. Yearly supplements, 25 cents each.

This service renders available for study, research, and general reading thousands of excellent articles which would otherwise be lost.

lent articles which would otherwise be lost.

### References Pertaining to Study

By C. M. Barry, 174 Lowell Ave., Haverhill, Mass. Paper, 19 pp. 25 cents.

Bibliography arranged as to magazine articles, their classification, and books and pamphlets. For teachers, counselors, and supervisors.

### Educational Film Catalog

A selected list of films available for educational use, arranged by decimal classification and subject. A complete revision of the 1936 edition including all supplements to date. Price, including 1940 supplement, \$4. Wilson, 1939.

### The Herald

Pro Parvulis Book Club, New York, N. Y.

Helps the librarian to know some of the latest books for children and adolescents.

### The Survey

Spiritual Book Associates, New York, N. Y. Contains valuable reviews of latest spiritual books.

### Newsletter

Catholic Book Club, New York, N. Y.

Valuable for information on current books.

### Catholic Magazine Index

Vol. 1 (July-Dec., 1937); Vol. 2 (Jan.-June, 1938); Vol. 3 (July-Dec., 1938). Each \$1.25. Romig.

## Professional Books for Teachers

### The Guidance of Youth

By Rev. Daniel A. Lord, S.J. \$1.50. Queens, 1939.

Valuable help for teachers, priests, and parents.

### Self-Improvement

By Rudolf Allers. \$2.50. Benziger, 1939.

Practical psychology for the layman.

### Self-Knowledge and Self-Discipline

By Rev. Basil Maturin. 301 pp. \$1.50. St. A., 1939.

Applied psychology on moral and spiritual growth.

### Scouting for Catholics

Ed. by the Catholic Committee on Scouting. 2 Park Ave., New York, N. Y.

### Letters to Jack

By Most Rev. Francis C. Kelley. 200 pp. \$1. St. A., 1939.

Practical advice to young men, rewritten in a tenth edition for the present generation.

### Talks for Young Women

By Rev. Aloysius Roche. \$1.35. Herder.

Counsel from retreats and conferences.

### House of Cards

By Alice Curtayne. \$2. Bruce, 1939.

A novel answering the question: Are career women happy?

### Teaching Religion

#### Proceedings of the National Catechetical Congress

One vol. for 1938 and one vol. for 1939. Each: paper, \$1.50; cloth, \$2. St. A.

Cover all phases of teaching religion to public school children.

### The Religion Teacher's Library

Compiled by Rev. Felix M. Kirsch, O.M.Cap. & Rev. Claude Vogel, O.M.Cap. St. A., 1938.

A selected, annotated list of books, pamphlets, and magazines.

### Methods of Teaching Religion in Elementary Schools

By Dr. E. A. Fitzpatrick and Rev. P. F. Tanner. Bruce, 1939.

Explains fundamentals, such as supernatural life, which are usually taken for granted. Outlines a curriculum including catechism, Bible and Church history, prayer, liturgy, Catholic poetry and art, Catholic practices, etc.

### Model Lessons in Catechism

First series for 1st & 2nd grades; second series for 3rd & 4th grades. Each 10 cents. St. A.

### The Systematic Teaching of Religion

By Rev. A. N. Fuerst. Adapted from the German of Rev. M. Gatterer, S.J. 448 pp. \$3.50. Benziger.

A complete textbook for students preparing to teach or already teaching religion. The author is



professor of homiletics and catechetics at St. Mary's Seminary, Cleveland, Ohio.

#### Religion Teaching and Practice

By Rudolph G. Bandas, Wagner.

#### Religious Instruction and Education

By Joseph J. Baierl, Rudolph G. Bandas, and M. and Joseph Collins. \$2.50. Wagner, 1938.

A textbook and reference book. Three parts: The Content of Catechization; The Methods of Catechization; Special Catechetics.

#### Child Psychology and Religion

By a Teacher of Those Who Teach Religion. 60 cents. Kenedy, 1937.

Simple help for parents and grade-school teachers.

#### Tests in Religious Instruction for High-School Students

By Rev. Alfred Schnepf, S.M. Sample set, 50 cents. Complete set (25 tests) \$1. Bruce, 1938.

Diagnostic and classification tests.

#### Catechetical Games and Plays

By Rev. Joseph B. Collins, S.S. 64 pp. 50 cents. Catechetical, 1939.

#### Special Methods and Tests

##### Education of the Handicapped

Ed. by Merle E. Frampton and Hugh G. Rowell. Vol. I, \$2.40. Vol. II, \$2.80. World, 1940.

##### The Child and Things

By Edwina Fallis. Illus. In preparation by World, 1940.

A complete guide and handbook of practical suggestions for constructing all kinds of play material.

#### Health Activities for All Grades

96 pp. 7 x 10. 35 cents. Owen. Practical material for teacher's use.

#### Tests and Measurements in Health and Physical Education

By Charles H. McCloy. Cloth, 392 pp. \$3. Crofts, 1939.

Descriptions and explanations illustrated with forms and charts.

#### Selected Test Items in World History

By Howard R. Anderson and E. F. Lindquist. Bulletin No. 9 of the National Council for Social Studies, Cambridge, Mass. 75 cents.

#### Primary Reading Test—Form A

By Albert G. Reilley. Illustrated by Martha D. Thompson. Houghton Mifflin Co., Boston, Mass.

Devised to determine the degree to which pupils in grade one have developed the ability to gain adequate meaning from what they read. Measures achievement in the four major phases of development of reading with understanding: Word Recognition, Word Meaning, Sentence Meaning, and Paragraph Meaning.

#### Reading and the Educative Process

By Paul Witty and David Kopel. Cloth, 366 pp. \$2.50. Ginn & Company, Boston, Mass.

This comprehensive work on the teaching of reading analyzes and evaluates the current theory and methods, surveys diagnostic and remedial programs, and provides a comprehensive discussion of trends, aids, and reading materials.

#### Improvement of Basic Reading Abilities

By Donald D. Durrell. In preparation by World. A book for teachers.

#### Method in Literature for Catholic Schools

By Burton Confrey. Cloth, 231 pp. \$2. Magnificat, 1939.

#### Modern-Language Teaching

By Charles H. Handschin. 458 pp. \$2.40. World, 1940.

A complete study of trends and methods for teachers.

#### This Language-Learning Business

By Palmer and Redman. 219 pp. \$2.40. World, 1939.

A book for teachers. Deals with reasons for methods and principles of teaching language.

#### Mathematical Adventures

By Fletcher Durell. 157 pp. \$2. Humphries, 1938.

Twelve essays on teaching mathematics from primary grades through junior high school.

#### Primary Arithmetic Through Experience

By Clark, Otis & Hatton. 232 pp. \$1.40. World, 1939.

To help the teacher understand problems and methods of teaching arithmetic in grades 1 and 2.

## College Textbooks of Interest to Teachers

#### Religion Outlines for Colleges

By Rev. John M. Cooper. Course II. *The Motives and Means of Catholic Life*. Revised Edition. 291 pp. \$1.35. Cath. Ed., 1939.

Emphasizes Religion as a life to be lived. Happy medium between theology and other elements of religious education. Also useful to priests in preparing instructions.

#### Cosmology

By Rev. Paul J. Glenn. \$2.25. Herder.

This book for the beginner completes the author's series.

#### A Form Book for Thesis Writing

By Wm. Giles Campbell. 145 pp. Houghton, 1939.

#### This Earth of Ours

By Dr. Victor T. Allen. 384 pp. Illus. \$3.50. Bruce, 1939.

A text for an introductory course in physical and historical geology. Links geologic activity of the present with the distant past.

#### Economics and Society

By Rev. John F. Cronin, S.S., Ph.D., professor of economics at St. Mary's Seminary, Baltimore.

Cloth, Illus., 473 pp. \$2.50. A. B. Co.

A college textbook for an introductory course. Useful for high-school teacher and general reader.

#### Economics: Principles and Problems

By Frank O'Hara, Joseph M. O'Leary, and Edwin B. Hewes. 672 pp. \$3.50. Van Nostrand, 1939.

A college textbook, especially useful for home study by high-school teachers. Thoroughly Catholic.

#### Social Problems

By Raymond W. Murray & Frank T. Flynn. 621 pp. \$3.50. Crofts, 1938.

An introduction to sociology by a priest and a lay professor.

#### A Better Rural Life

By Edgar Schmiedeler, O.S.B. 304 pp. \$2.75. Wagner.

For college students and for all rural leaders.

#### Some Problems and Their Answers

By Rev. Bakewell Morrison, S.J. Paper, 64 pp. 35 cents. Bruce, 1938.

Some problems about marriage and related subjects answered for college youth.

## Cultural Books for Teachers

#### Biography

##### Abraham Lincoln

By Agnes Brown. \$2. Little.

##### Frank Miller of Mission Inn

By Zona Gale. \$2. Appleton.

##### Autobiography with Letters

By Wm. Lyon Phelps. \$3.75. Oxford.

##### Behind the Ballots

By James A. Farley. \$3. Harcourt.

An autobiography.

##### Turbulent Years

By Isaac F. Marcossion. \$3.50. Dodd.

Reminiscences, 1919-1936.

##### Eight Decades

By Agnes Repplier. Pub. by Houghton, 1937.

##### The Education of a Diplomat

By Hugh Wilson. \$2.50. Longmans, 1938.

##### Georgian Adventure: An Autobiography

By Douglas Jerrold. \$3.50. Scribner's.

The author at the age of 17, in 1911, attended the coronation of King George V of England.

##### Through Hundred Gates

Edited by Severin & Stephen Lamping, O.F.M. \$2.50. Bruce, 1939.

Forty-one converts tell how they came to the Church.

##### Helen Hunt Jackson, (H.H.)

By Ruth Odell. \$3. Appleton.

#### Background Books

##### The Vatican as a World Power

By Joseph Bernhart. Tr. by George N. Shuster. 456 pp. \$4. Longmans.

##### Mexico: An Object Lesson

By Evelyn Waugh. \$2.50. Little.

##### Another Mexico

By Graham Greene. \$3. Viking.

##### America Look at Spain

By Merwin K. Hart. \$2.50. Kenedy.

##### Our America Today and Yesterday

By F. M. & V. K. Lawson. 876 pp. Heath, 1938.

Supplement to textbooks of history and other social sciences.

##### The Ownley Inn

By Joseph and Freeman Lincoln. \$2.50. Coward. A story with a "Cape Cod background."

##### A Southerner Discovers the South

By Jonathan Daniels. \$3. Macmillan, 1938.

##### Call My Brother Back

By Michael McLaverty. \$2. Longmans.

A good, sympathetic, Catholic picture of Rathin Island in Eire.

##### The Green Fool

By Pat. Kavanagh. \$3. Harper.

"Rather silent about his faith, but a pleasant and interesting book about one level of modern Eire."

##### Lapland Journey

By Halliday Sutherland. \$3. Dodd.

"Interesting cross section of the life of Finns and Laps."

##### The Franciscans in Medieval English Life

By Victor Green, O.M.Cap. 225 pp. Paper, \$1.50; cloth, \$2. St. A., 1939.

The Franciscan movement in thirteenth-century England

##### The Jacobean Age

By David Mathew. 354 pp. \$5. Longmans, 1938.

#### Literature

##### Literature, the Leading Educator

By Rev. Francis P. Donnelly, S.J. \$3. Longmans, 1938.

##### Ground Plan for Catholic Reading

By F. J. Sheed. 34 pp. 25 cents. Sheed, 1937.

Suggested readings for Catholics and non-Catholics in various fields. Confined mostly to European authors.

##### America Through the Essay

Ed. by A. Theodore Johnson and Allen Tate. 500 pp. \$1.25. Oxford, 1938.

An anthology.

##### The Sudden Rose

By Blanche Mary Kelly. \$2. Sheed.

An essay on the unity of art.

##### Letters to Philippa

By Dorothea Brande. \$1.50. Sheed.

Against paganism in literature and movies.

##### The Puritans

Ed. by Percy Miller and Thos. H. Johnson.

862 pp. \$4. A. B. Co.

Anthology with introductions and comments.

##### Catholic Literary France

By Sister Jerome Keeler, O.S.B. \$2.75. Bruce, 1939.

Lives of 14 contemporary writers.

##### Paradise Planters

By Katherine Burton. \$2.50. Longmans.

A very good narrative of Brook Farm.

##### Catholic Masterpieces

Reprints. Paper, 50 cents; cloth, \$1. Sheed.

Titles such as: *The Secret of the Cure d'Ars* by Henry Gheon; *Progress and Religion*, by Christopher Dawson; *Thomas Moore*, by Daniel Sargent; *Now I See*, by Arnold Lunn.

##### The Morality of the Newspaper

By Richard Reid. 50 cents. Ave Maria.

#### Social Science

##### Which Way Democracy?

By Wilfrid Parsons, S.J. \$2. Macmillan.

##### The Philosophy of Communism

By Chas. J. McFadden, O.S.A. Cloth, 363 pp. \$1.50. Benziger, 1939.

##### Bishop's Program of Social Reconstruction

20th anniversary edition, 1939. 10 cents. National Catholic Welfare Conference, Washington, D. C.

**The Conflict Between Ethics and Sociology**

By Rt. Rev. Simon Deploige. Tr. by Rev. Charles S. Miltner, C.S.C. 386 pp. \$3. Herder, 1938.

**Manifesto on Rural Life**

By several authors. Cloth, 132 pp. \$1.50. Bruce. A symposium of the teaching of Catholic rural leaders and the National Catholic Rural Life Conference.

**Catholic Rural Life Objectives**

\$1. National Catholic Rural Life Conference, 249 Summit Ave., St. Paul, Minn. Papers of the N.C.R.L.C. meeting in 1938.

**A Better Rural Life**

By Rev. Edgar Schmiedeler, O.S.B. \$2.75. Wagner, 1938.

A handbook on rural life.

**The Church in Rural Life**

By David E. Lindstrom. 145 pp. 85 cents. Garrard Press.

Useful discussion for rural leaders.

**A Christian Looks at the Jewish Question**

By Jacques Maritain. \$1. Longmans.

**Science****A Story Outline of Evolution**

By Charles W. Grimes. Humphries. Rev. ed. Feb., 1940.

Evolution as a working out of the Divine plan.

**The Heritage of America**

Ed. by Commager & Nevins. Students' edition. 1152 pp. Illus. \$2.40. Little, 1939.

History told in quotations from original sources such as Columbus' journal and letters and diaries of various persons.

**Religion****The Believer's Christ**

By Rev. Ludwig Koesters, S.J. Tr. by Rev. Joseph W. Grundner. \$3.25. Herder.

For thinking people of today. Strengthens firmness of belief and shows unbelievers the soundness of belief.

**Mary**

By Sister M. Eleanore, C.S.C. \$2. Bruce, 1939. A book for every reader. Tells the facts (not imaginations) about Mary in prophecy, history, liturgy, and literature.

**Ethics of Christianity**

By Rev. Cecil M. Winters. 90 pp. 50 cents. St. A.

For discussion clubs. Useful for high-school teachers.

**Tantum Ergo Sacramentum**

By Dr. Joseph Gross. \$2.50. Bruce, 1939.

Discourses to nuns by a well-known German bishop.

**Sanctity in America**

By Most Rev. Amleto Giovanni Cicognani. 166 pp. \$1. St. A., 1939.

Short lives of American saints and saintly persons.

**Problem Island**

By Most Rev. Francis C. Kelley. 292 pp. Study-club ed. 50 cents; libr. ed. \$2. St. A., 1939.

A novel giving "all the answers" of Catholicism to atheists.

**St. Augustine on Eternal Life**

By D. J. Leahy, D.D. \$1.50. Benziger, 1939.

Loras College—Loras College, Dubuque, Iowa. Loyola—Loyola University Press, 3441 N. Ashland Ave., Chicago, Ill.

Macmillan—Macmillan Co., 114 Fifth Ave., New York City.

Magnificat—Magnificat Press, Manchester, N. H. McCormick—The McCormick-Mathers Publishing Co., Wichita, Kansas. (P. 7a)

McGraw—McGraw-Hill Book Co., 330 W. 42nd St., New York City.

McKnight—McKnight & McKnight, 109 W. Market St., Bloomington, Ill. (P. 3a)

Merriam—Merriam Co., G. & C., 10 Broadway, Springfield, Mass. (P. 24a)

Merrill—Chas. E. Merrill Co., 381 Fourth Ave., New York City.

Mission Press (The)—The Mission Press, Techny, Ill.

National Play Bureau—National Play Bureau, Federal Theatre Project, 122 East 42nd St., New York City.

Newson—Newson & Co., 75 Fifth Ave., New York City.

Nystrom—A. J. Nystrom & Co., 3333 Elston St., Chicago, Ill.

Oxford—Oxford University Press, 114 Fifth Ave., New York City.

Ox. Book Co.—Oxford Book Co., 354 Fourth Ave., New York City.

Owen—F. A. Owen Pub. Co., Dansville, N. Y. Palmer Co. (The)—The Palmer Co., 120 Boylston St., Boston, Mass.

Paulist—Paulist Press, 401 W. 59th St., New York City. (P. 40a)

Pflaum—Pflaum, Geo. A., 124 East Third St., Dayton, Ohio.

Plymouth—Plymouth Press, 1701-09 W. 74th St., Chicago, Ill. (P. 21a)

Prentice—Prentice Hall, Inc., 70 Fifth Ave., New York City.

Pro Parvulis—Pro Parvulis Book Club, Suite 820, Empire State Bldg., New York City.

Quarrie—W. F. Quarrie Corp., 35 E. Wacker Drive, Chicago, Ill. (P. 25a)

Queen's—Queen's Work Press, 3742 W. Pine Blvd., St. Louis, Mo.

Romig—Walter Romig & Co., 14 National Bank Bldg., Detroit, Mich.

St. A.—St. Anthony Guild Press, 389 Main St., Paterson, N. J. (P. 9a)

Sanborn—Benj. H. Sanborn & Co., 221 E. 20th St., Chicago, Ill.

Scott—Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill. (P. 3a)

Scribner's—Chas. Scribner's Sons, 597 Fifth Ave., New York City.

Sheed—Sheed & Ward, 63 Fifth Ave., New York City.

Silver—Silver Burdett & Co., 45 E. 17th St., New York City.

South-Western—South-Western Publishing Co., 3 W. Third St., Cincinnati, Ohio. (P. 3a)

Spiritual Book Associates—Spiritual Book Associates, Inc., 415 Lexington Ave., New York City.

Stanford Univ. Press—Stanford University, Calif.

The Strathmore Co., Educ. Div., Aurora, Ill. (P. 24a)

Studio—Studio Publications, 381 Fourth Ave., New York City.

Translation Publishing Co., 100 Fifth Ave., New York City. (P. 38a)

Univ. of Minn.—University of Minnesota Press, Minneapolis, Minn.

Van Nostrand—D. Van Nostrand Co., 250-4th Ave., New York City.

Viking—Viking Press, Inc., 18 E. 48th St., New York City.

Wagner—Joseph F. Wagner, Inc., 54 Park Pl., New York City.

Warp—Warp Publishing Co., Minden, Nebr. (P. 26a)

Webster—Webster Publishing Co., 1808 Washington Ave., St. Louis, Mo.

Wildermann—C. Wildermann Co., 33 Barclay St., New York City.

Wilson—H. W. Wilson Co., 950-972 University Ave., New York City. (P. 6a)

World—World Book Co., 333 Park Hill Ave., Yonkers, N. Y. (P. 21a)

## Publishers of the Books

Here is a list of the publishers whose books have been included in the preceding list.

Italicized words indicate abbreviations used in the list.

**Boldface type indicates that the publisher has an advertisement in this issue of THE CATHOLIC SCHOOL JOURNAL on the page shown in parenthesis.**

**Allyn—Allyn & Bacon, 50 Beacon St., Boston, Mass. (Back Cover)**

**America—The America Press, 53 Park Pl., New York City.**

**A. B. Co.—American Book Co., 88 Lexington Ave., New York City.**

**Am. Ed.—American Education Press, 40 S. Third St., Columbus, Ohio.**

**A. L. A.—American Library Association, 520 N. Michigan Ave., Chicago, Ill.**

**Appleton—D. Appleton-Century Co., 35 W. 32nd St., New York City.**

**Ave Maria—Ave Maria Press, Notre Dame, Ind. (P. 8a)**

**Bacon-Wieck—Bacon & Wieck, Inc., 118 E. 28th St., New York City. (P. 36a)**

**Benziger—Benziger Bros., 26-28 Park Pl., New York City.**

**Bruce—The Bruce Publishing Co., 540 N. Milwaukee St., Milwaukee, Wis. (Pp. 32a and 33a)**

**Cadillac Press (The)—The Cadillac Press, Cleveland, Ohio.**

**Catechetical—Catechetical Guild, 128 E. Tenth St., St. Paul, Minn. (P. 39a)**

**Catholic Book Club—Catholic Book-of-the-Month, 140 E. 45th St., New York City.**

**Cath. Ed.—Catholic Education Press, 1326 Quincy St., N.E., Washington, D. C. (3rd Cover)**

**Cath. Libr.—Catholic Library Service, 382 Robert St., St. Paul, Minn.**

**Columbia Univ.—Columbia University Press, 2960 Broadway, New York City.**

**Compton—F. E. Compton & Co., 1000 N. Dearborn St., Chicago, Ill.**

**Covici-Friede—Covici, Friede, Inc., 435 E. 24th St., New York City.**

**Coward—Coward-McCann, Inc., 2 W. 45th St., New York City.**

**Crofts—F. S. Crofts & Co., 41 Union Sq., W., New York City.**

**Dial—Dial Press, Inc., 432-438 4th Ave., New York City.**

**Ditto—Ditto, Inc., Harrison at Oakley Blvd., Chicago, Ill. (Pp. 4a and 5a)**

**Dodd—Dodd, Mead & Co., 449 Fourth Ave., New York City.**

**Dolphin Press—Dolphin Press, 1722 Arch St., Philadelphia, Pa.**

**Dramatic—Catholic Dramatic Movement, 325 E. Kilbourn Ave., Milwaukee, Wis.**

**Fordham—Fordham University Press, East Fordham Road, New York City.**

**Garrard Press—The Garrard Press, 119 W. Park Ave., Champaign, Ill.**

**Ginn—Ginn & Co., 15 Ashburton Pl., Boston, Mass. (P. 7a)**

**Gregg—Gregg Publishing Co., 270 Madison Ave., New York City. (P. 2a)**

**Grolier—Grolier Society, 2 W. 45th St., New York City.**

**Hale—E. M. Hale & Co., 320 S. Barstow St., Eau Claire, Wis.**

**Hammond—C. S. Hammond & Co., 440 Fourth Ave., New York City.**

**Harcourt—Harcourt, Brace & Co., 383 Madison Ave., New York City.**

**Harper—Harper & Bros., 49 E. 33rd St., New York City.**

**Harter—Harter Publishing Co., 2046 E. 71st St., Cleveland, Ohio.**

**Heath—D. C. Heath & Co., 285 Columbus Ave., Boston, Mass.**

**Herder—B. Herder Book Co., 17 S. Broadway, St. Louis, Mo.**

**Houghton—Houghton Mifflin Co., 4 Park St., Boston, Mass. (P. 2a)**

**Humphries—Bruce Humphries, Inc., 306 Stuart St., Boston, Mass.**

**Iroquois—Iroquois Publishing Co., Inc., 106 E. Fayette St., Syracuse, N. Y. (P. 6a)**

**Johnson—Johnson Publishing Co., Box 1458, Richmond, Va.**

**Kenedy—P. J. Kenedy & Sons, 12 Barclay St., New York City.**

**Laidlaw—Laidlaw Bros., 320 E. 21st St., Chicago, Ill. (P. 2a)**

**Lippincott—J. B. Lippincott Co., 220 N. Michigan Ave., Chicago, Ill.**

**Little—Little, Brown & Co., 34 Beacon St., Boston, Mass.**

**Longmans—Longmans, Green & Co., 55 Fifth Ave., New York City.**



## Recent Books Reviewed

### Cognitive Psychology

By Dom Thomas Verner Moore, Ph.D., Cloth, 625 pp. \$3.75. B. Lippincott Company, Philadelphia, Pa.

Dom Thomas Verner Moore makes another important contribution to psychology in his textbook, *Cognitive Psychology*.

The book deals with cognitive psychology which is described as "that branch of psychology which studies the way in which the human mind receives impression from the external world and interprets the impressions thus received." It is a comprehensive treatment of the subject. More than eight hundred persons are cited in the course of the text. There is extensive use of pathology as throwing light on the main problem. Philosophical notions are not, as usual in such studies, excluded. The author says:

"Cognitive psychology cannot be adequately discussed without going into the relation between psychology and philosophy. Knowledge remains an enigma unless one faces the mysteries of body and mind.

"The tendency to avoid philosophical issues is unsatisfactory to a serious student of psychology. And so the present text frankly faces metaphysical problems."

The book is divided into seven parts as follows: Part I: Consciousness and the Nervous System.

Part II: Landmarks in the Theory of Perception.

Part III: The Psychology of Perception.

Part IV: The Interpretation of Reality.

Part V: The Human Intellect.

Part VI: The Psychology of Memory.

Part VII: The Relation Between Body and Mind.

Each chapter is followed at the end by a real summary of its contents. There is an excellent glossary in the back of the book which contains not only definitions but the persons identified with the ideas defined. There are some excellent charts of the nervous system and a number of pictures of historical characters that have been identified with the field from Plato to Helmholtz, Ebbinghaus and the more recent authors.

The second chapter deals with the landmarks in the theory of perception. It is a very comprehensive review of the literature from the early Greek philosopher to the present day. The particular thing to be noted in this connection is that the actual sources have been consulted.

From the fact already referred to that more than eight hundred persons are referred to in the book, it would be evident that the six hundred pages of text are packed with historical, philosophical, and psychological factors in the problem. Besides the English literature the German literature is extensively cited.

While the book is intended as a textbook, the class that uses it would have to be a very advanced and competent class. All teachers of psychology, whatever field they are teaching, should be thoroughly acquainted with this book.

—E. A. F.

### The Secondary School

By Charles Watters Odell. Cloth, 589 pp. The Garrard Press, Champaign, Ill.

This book is intended for undergraduate students without experience who are training for secondary-school teaching. The author himself expresses the character of the book, thus: "In the preparation and presentation of this volume, the author had no thought or expectation of including in it any considerable amount of new material or large number of original ideas, but rather such a selection from the already available facts, viewpoints, and other possible content as appear to him most helpful to those who are preparing to become teachers in the secondary schools of this country."

The bibliography is rather full, and condensation of reports and historical statements characterize the work. The book opens with a historical

development of secondary education through the ancient and medieval period to modern times and is a specific review of American secondary education. There is, too, a brief description of foreign secondary-school systems.

The main divisions of the book after the historical material are: a description of the secondary-school population, the secondary-school curriculum, the secondary-school extracurriculum, and the articulation of the secondary school with the elementary high school and society, and a brief treatment of the problem of the secondary-school teaching staff. —R. S. F.

### War Supplement to Compton's

#### Pictured Encyclopedia

Cloth, 104 pp. Illus. \$1.50. F. E. Compton & Co., Chicago, Ill.

Children and teachers are looking for the information to be found in this supplement to *Compton's Pictured Encyclopedia*. The book is in itself a small alphabetical encyclopedia of subjects, places, and persons connected with the present war or with events leading up to the war.

Here you can find in text and pictures how the nations defend themselves from attack and how they fight. The article on Finland, for instance, summarizes the events of the past few years and points out Finland's strategic importance. For a complete study of the country, the student is referred to the regular encyclopedia. This same procedure is followed for a number of other nations concerned in the present crisis and which were not so much in the public mind before.

### The Library in the School

By Lucile F. Fargo. New 3rd ed. 568 pp. Illus. \$3.50. A.L.A., Chicago, Ill., 1939.

The third edition, revised and enlarged, of this book, first published in 1930, which has since become the standard on the organization, equipment, management, and use of the school library.

A text for student librarians and a handbook for those already engaged in library work, as well as a useful volume for the teacher. The book first pictures the activities of the school library, sets up objectives and considers what the school expects from the library. Then it proceeds to discuss the equipment, organization, and techniques suited to carrying forward these functions. The entire range of library service from the elementary through the high school is presented.

### Word Wealth

By Ward S. Miller. Cloth, 362 pp. \$1.20. Henry Holt & Company, New York, N. Y., 1939.

An attempt to provide a tested and efficient technique as well as a list of words comprehensive enough for the teaching of vocabulary throughout the high school. The need for supplying vocabulary deficiencies of high-school and college pupils is recognized by educators. The author states the student's vocabulary will grow like a snowball if he uses the dictionary to supplement the units as suggested and looks up new words whenever encountered. Contains suggestions for the teacher and keys to tests.

### Surprises in Sound-Modulation (with a Gregorian Chant Supplement)

By Georgia Stevens. Cloth, 159 pp. Illus. 80 cents. The Macmillan Co., New York, N. Y.

A course in harmony for children. The author, treating the changes from one key to another, proves that this can be done so easily and smoothly that only those who have learned to listen to music very closely and to understand it will hear and know the change has occurred. The sudden changes and surprises that come with the changing of key are explained and the children learn to hear them and make them themselves. There are 27 songs, exclusive of the special exercises. Modulation is taught as simply as possible.

### Tantum Ergo Sacramentum

By Gross-Teetgen. Cloth, 160 pp. \$2.50. The Bruce Pub. Co., Milwaukee, Wis.

Contains twenty-six reflections covering many phases of the religious life and its relation to the

Blessed Sacrament and the Mass. Each discourse contains a world of wisdom and precious advice, offering refreshment and strength to the Religious in her effort toward perfection. There is inspiration for the layman, too, who wants to set up the highest of ideals of spiritual life.

### Sing Your Way to Better Speech

By Gertrude Walsh. Cloth, 221 pp. Illus. \$2.50. E. P. Dutton & Co., New York, N. Y.

By making speech drill an amusing game, the author seeks to correct unpleasant speech habits and produce buoyancy, melody of phrasing, and adequate projection of the voice. More than 100 jingles are provided created especially to give drill in the 40 sounds of the English language, and they are written to be sung to familiar airs. Explanatory speech science is kept to a minimum.

### A Manual for Remedial Reading

By Edward W. Dolch. Cloth, 176 pp. \$2. The Garrard Press, Champaign, Ill., 1939.

This is a simple presentation of the problems of the various types of retarded readers who are capable of being helped by the regular classroom teachers; it does not consider the few special cases that must be treated in a reading clinic or by the specialist.

The discussions, being remarkably free from technical pedagogic terms, present the problems and suggestions for their solution so clearly that the book may almost serve as recreational reading for teachers.

### Learn-to-Live Plays

By Veronica O'Hara. Cloth, 235 pp. \$1. Beckley-Cardy Co., Chicago, Ill., 1939.

Eight plays in verse for grades 4 to 8, written to meet the need for interesting, easily staged plays for school assemblies. They deal with real life or historical situations; some are for special occasions such as Christmas, Thanksgiving, Education Week, Halloween, and Memorial Day. More characters than usual are provided for.

### Perilous Journeys

By Irma Taylor. Cloth, 240 pp. Illus. 96 cents. Harcourt, Brace & Co., New York, N. Y., 1939.

Fourteen stories of adventure, mostly from actual history, written specially to meet the needs of slow readers of the seventh and eighth grades. The idea originated from the author's skill in telling stories that captivated her listeners and from her firsthand knowledge of the kind of reading that would help the slow reader.

### Milestones of the Drama

By Helen L. Cohen. Cloth, 590 pp. \$1.75. Harcourt, Brace & Co., New York, N. Y., 1939.

A textbook for a course in drama. The plays included are: *Oedipus, Everyman, Doctor Faustus, The School for Scandal, A Doll's House, Cyrano de Bergerac, The Emperor Jones*. With each play is an introduction giving biographical notes on the author, a historical background, and other essential information. The editor of the book is chairman of the department of English of the Washington Irving High School in New York City.

### Democracy Readers

*School Friends*, by Lois Nemec; *Let's Take Turns*, by Lois Nemec; *Enjoying Our Land*, by Maybell G. Bush; *Your Land and Mine*, by Helen M. Brindl; *Toward Freedom*, by Ruth M. Robinson; *Pioneering in Democracy*, by Edna Morgan; *The Way of Democracy*, by Allen Y. King & Ida Dennis. Published by the Macmillan Co., New York, N. Y.

These are a series of supplementary readers designed to teach the democratic way of living. The first two are for first-grade children. *Toward Freedom* gives the readers an insight into the real culture of many immigrants. *Pioneering in Democracy* summarizes the growth of democracy in our history and points out the contributions of various classes of workers and institutions, including schools, at the present time. *The Way of Democracy* begins with the Magna Charta and what led up to it and includes a story of how a boys' dispute was settled according to the principle of compromise adopted by nations.

### Cinders

By Katherine Gibson. Cloth, 133 pp. \$1.50. Longmans, Green & Company, New York, N. Y.

This fairy story will interest boys quite as well as girls.

(Continued on page 26A)



## National Catholic Educational Association to Meet At Kansas City, Missouri

March, 27-29

The 37th Annual Meeting of the National Catholic Educational Association will be held at the new Municipal Auditorium, Kansas City, Mo., Wednesday, March 27 to Friday, March 29. The Association comes to Kansas City at the invitation of His Excellency Most Rev. Edwin V. O'Hara, bishop of Kansas City.

Very Rev. Daniel H. Conway, S.J., rector of Rockhurst College, has been appointed chairman of the local committee on arrangements. Sisters from outside the Diocese of Kansas City should apply for reservations to Mother Simplicia, St. Teresa College, Kansas City, Mo.

In addition to the General Meetings, programs in all the departments of the N.C.E.A. are being arranged — College and University; Secondary School; School Superintendents; Parish School; Deaf-Mute Section; Blind-Education Section; Seminary Department; Minor-Seminary Section.

There will be a large commercial exhibit of books, school supplies, teaching devices, school equipment, etc. This exhibit is provided by publishers, manufacturers, and dealers mainly to give visitors to the Convention an

opportunity to see the latest developments on the material side of education.

The meeting will open with pontifical Mass on Wednesday, March 27, at 10:00 a.m., in the music hall of the Municipal Auditorium.

The Hotel Muehlebach, Twelfth St. and Baltimore Ave., will be headquarters of the Association. It is desirable that those wishing to make hotel reservations should apply early.

An outstanding event of the Convention will be a Public Meeting for the clergy and laity on Wednesday, March 27 at 8:00 p.m. in the music hall of the Auditorium. Addresses will be given by speakers of national prominence, and an attractive musical program will be arranged. This public meeting will replace the banquet or dinner which has been for several years a feature of the meetings.

### To Discuss Catholic Action

Most Rev. Frank A. Thill, bishop of Concordia, will address the secondary-school department of the National Catholic Educational Association at its thirty-seventh annual meeting to be held at Kansas City, Mo., March 27 to 29. His topic will be "Catholic Youth and Catholic Action."

"A Suggested Social Studies Program for the Catholic Secondary Schools" will be the topic of a paper to be presented to the department by Dr. Robert H. Connery, director of the commission on American citizenship of the Catholic University of America.

The general theme of the deliberations of the secondary-school department will be "The Preservation and Strengthening of American Democracy by Catholic Secondary Schools." Bishop Thill will deliver the first paper, on Wednesday morning, March 27. Dr. Connery's talk will open the final department session on Friday morning, March 29. At this concluding session Prof. Clarence Manion of the University of Notre Dame will present a paper on "Lessons in Liberty." At the first session, following Bishop Thill's address, Sister Teresa Gertrude, O.S.B., of the Benedictine Convent, Elizabeth, N. J., will speak on "How to Set Up a Guidance Program in a Catholic Secondary School."

Other papers will be presented in the course of the three days as follows:

"The Training of Teachers of Religion," Rev. Peter A. Resch, S.M., superior of Maryhurst Novitiate, Kirkwood, Mo.; "The Teaching of Religion and the Formation of Character," Brother Philip, F.S.C., supervisor of high schools of the La Salle Provincialate, New York; "An Experimental Two-Year Latin Course Based on the Sunday Missal," Rev. Dr. Edmund J. Baumeister of the University of Dayton; "Education Through the Classics," Mr. Robert J. Henle, S.J., of St. Mary's College, St. Mary's, Kans.; "Repetition in the Learning Process," Rev. Clarus Graves, O.S.B., of St. John's University, Collegeville, Minn.; "The Pearl of Great Price—Good English," Rev. Arthur J. Evans, S.J., principal of Rockhurst High School, Kansas City, Mo.; "Motivation in English," Brother Alexis, S.C., vice-president of St. Stanislaus' College, Bay St. Louis, La.; "Catholic Thought in Poetry," Sister Mary St. Virginia, B.V.M., of Immaculata High School, Chicago.

Rev. Leo C. Gaimor, O.P., Aquinas College High School, Columbus, will preside over a session on vocational education. Brother Oswald, C.F.X., principal of Mount St. Joseph College, Baltimore, will speak on a "Mechanical and Industrial-Arts Program."

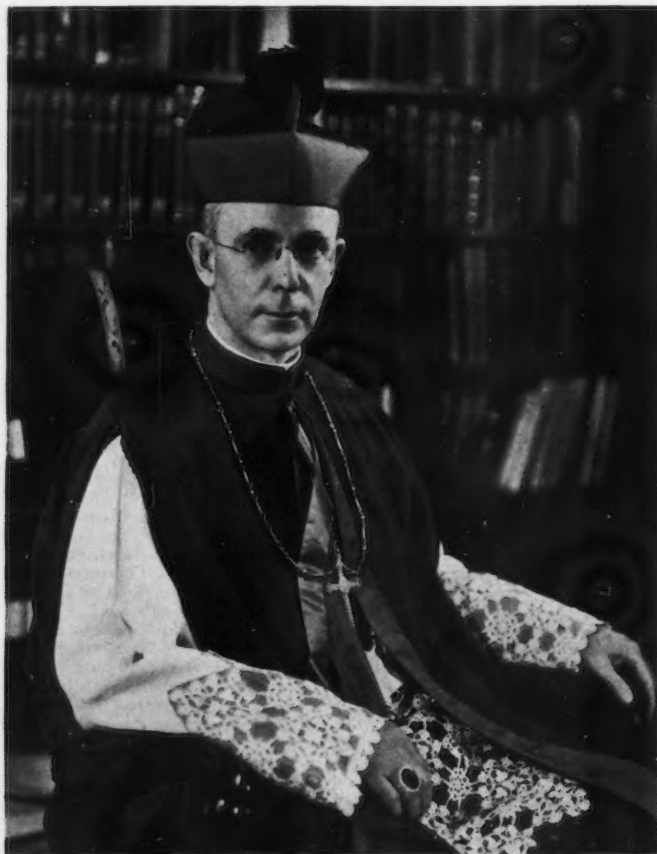
Rev. Julian L. Maline, S.J., of Milford Novitiate, Milford, Ohio, will preside at the session on Latin, and Sister M. Evangelia, S.S.N.D., of Santa Maria in Ripa, St. Louis, will preside at the session on English.

### NEW ARMY AND NAVY BISHOP

Most Rev. John F. O'Hara, C.S.C., former president of the University of Notre Dame, was consecrated Titular Bishop of Milasa and Auxiliary Bishop of the Army and Navy Diocese on January 15 at Sacred Heart Church on the University campus. The consecrating prelate was Archbishop Francis J. Spellman of New York, assisted by Bishop John F. Noll of Fort Wayne, Ind., and Bishop Joseph E. Ritter of Indianapolis, Ind.

In a sermon, marked with reference to the world's modern ills, Rt. Rev. Msgr. Thomas V. Shannon, of Chicago, stressed the identity of spirit and motive of Bishop O'Hara and the University of Notre Dame which he has served for more than two decades. Monsignor Shannon continued: "Bishop O'Hara has presided over an institution that has always connoted a brave spirit, co-partner in the militancy of the Church. We know him to be a man of peace. Storms may beat about him but his bark is well ballasted. No one can teach others who is not himself taught of God. The light of the sanctuary must be lit before you can see its beauties. . . ."

Archbishop Spellman is the ordinary of the Army and Navy Diocese of the United States. Bishop O'Hara will have his headquarters in New York City. As auxiliary bishop, he will supervise the 500 Catholic Army and Navy chaplains and act as head of the military diocese which includes all the bases of the United States armed forces throughout the world.



Most Rev. John F. O'Hara, C.S.C., D.D.  
Former president of the University of Notre Dame, who, on Jan. 15, was consecrated titular Bishop of Milasa. Bishop O'Hara is now the auxiliary bishop of the Army and Navy Diocese in the United States.

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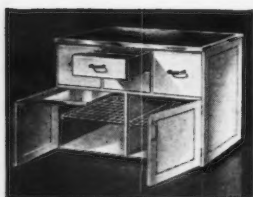
It is only natural to surmise that a big price tag hangs on furniture so fine in quality—so up-to-the-minute in design and so outstanding in every way, as is Kewaunee Furniture. This, however, is not the case. You will find laboratory, home economics and vocational classroom furniture to fit your requirements,

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## Catholic Schools in Kansas City

A. J. Dachauer, S.J., and B. J. Monks, S.J.

LESS than one hundred years ago the dust of wagon trains setting out for the West stirred in the small settlement which was to become a part of the future Kansas City. Sante Fe trader, Rocky Mountain trapper, California gold seeker, Oregon settler paused here before moving out across the Great Plains. Less than one hundred years ago Indians tied their shaggy ponies by the dozens along the houses and the fences. "Sacs and Foxes with shaved heads and painted faces, Shawnees and De'awares, in calico frocks and turbans, Wyandottes dressed like white men and a few wretched Kansas wrapped in old blankets, were strolling along the streets or lounging in and out of the shops and houses." Boats put in at Chouteau's landing or at Kawsmouth in the West Bottoms. The hills overlooking the Missouri, now the heart of a great city, were covered with dense woods broken only by three rutted roads, one each from the boat landings, one from Independence, all leading to Westport. In 1846 the town was laid out; in 1847, organized. In 1853 it became the "City of Kansas"; in 1889, "Kansas City." The first Catholic priest, if we accept tradition, came to the site of Kansas City in 1820. The first recorded Catholic ministry began in 1828. The first resident Catholic priest settled in 1833. The first Catholic church was erected later than May, 1835, and prior to October, 1838. The first record of Catholic instruction of children was made in 1840; the first parish school established in 1854.

The growth of Westport and Chouteau's landings from the "City of Kansas" to the metropolitan Kansas City has been rapid. No less rapid has been the growth of Catholic education in Kansas City. Present when the site of the city was a wilderness, it has progressed with the

city expanded. Just as the city, because of its industrial, commercial, and financial advantages, stimulates economically a vast midwestern area, so Catholic education because of its developed opportunities influences the Central West with the product of its schools. A résumé of the school system will give some idea of the extent of those opportunities.

There are at present thirty parochial schools with an approximate enrollment of 7,000. There are seven secondary schools for girls with an attendance of 1,097. There are two secondary schools for boys with an attendance of 595. There are two colleges, one for girls, with an aggregate attendance of 1,299. There is one diocesan seminary, St. John's, with an attendance of 55.

St. Teresa's Academy is the oldest educational institution in Kansas City. It is the direct development of Father Bernard Donnelly's parish school opened in 1854. Five Sisters of St. Joseph arrived from St. Louis in August, 1866, to take charge of the parish school and to conduct the "education of young ladies." Opened in September, 1866, as St. Joseph's Academy, it became St. Teresa's Academy in 1867. (The first public school in Kansas City was opened in 1868.) In 1908 the institution was granted a college charter. In 1930 St. Joseph's Hospital School of Nursing became a part of St. Teresa's.

There are 182 students enrolled in the college and 150 in the high school. In addition to 2 priests, 8 Sisters, and a lay librarian, there are 7 laywomen on the staff. The academy faculty includes 1 priest, 9 Sisters, and 8 laywomen. The list of universities from which these have received degrees includes: Boston University, the School of the Theatre of New York, Detroit University, St. Louis University, and Missouri University.

The college offers two years of standard college courses toward a B.A., B.S., or Mus.B. degree. It has been fully accredited by the University of Missouri and has been a member of the American Association of Junior Colleges. The Academy is fully accredited by the University of Missouri, and is a member of the North Central Association of Colleges and Secondary Schools. In 1940 St. Teresa's will become a 4-year standard college. The B.S. course to be offered at the School of Nursing in 1940 will furnish premedical and technician preparation.

The Brothers of the Christian Schools came to Kansas City in September, 1867. They opened their first school in St. Patrick's parish in September, one year later. In 1869 they moved to the Cathedral parish and there conducted Father John J. Glennon's Cathedral Commercial School. Work in the upper grammar grades and a business course were offered. From 1903 to 1908 the Brothers conducted a night school in addition to the day classes. The present academy building, given the name De La Salle, was opened in September, 1910.

From the Brothers' schools have come in the interim, 19 priests, 7 seminarians, 13 Brothers of the Christian Schools, and 6 novices to the Brothers of the Christian Schools. The present enrollment is 250. Ten Brothers and one layman compose the administrative and the teaching staff.

The Redemptorist School for girls was opened in 1888. In 1913 the academic system was reorganized, and now offers courses in college preparatory, general business, music, aesthetic dancing, and physical education. The enrollment for the current year is 246. On the teaching staff are 4 Redemptorist Fathers, 11 Sisters of St. Joseph, 5 laywomen. The school has been accredited by the University since 1923, and the North Central Association of Secondary Schools continuously since 1934.

St. Aloysius Academy was formally opened in 1893 by the Reverend James Dowling, S.J., and the Sisters of Charity of the Blessed Virgin Mary

(Concluded on page 16A)



At  
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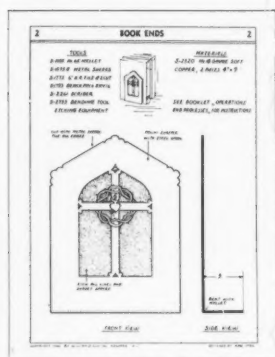
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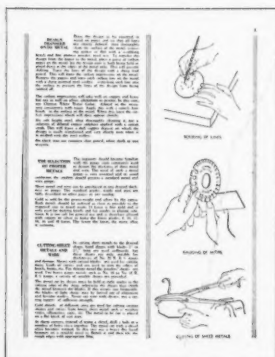
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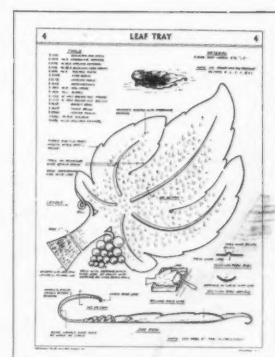
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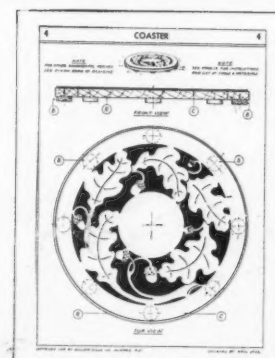
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(Concluded from page 14A)

of Mount Carmel, Dubuque, Iowa. The faculty is composed of the principal, 9 religious teachers, and 4 lay teachers for extracurricular activities. The academy with an enrollment of 201 is fully accredited to the University of Missouri and the North Central Association of Colleges and Secondary Schools.

St. Agnes Academy for girls was opened by the Sisters of Mercy on September 3, 1901, as a grade school. The high-school department was established in 1906. The academy has been inspected and approved by the University of Missouri since 1920; it has had membership in the North Central Association of Secondary Schools since 1934. The faculty is composed of 8 Sisters of Mercy and 3 lay teachers, all of whom have specialized in their respective fields in highly rated colleges and universities. Professional growth of faculty members is stimulated through their attending summer-school sessions. A series of articles on "Teaching English from a Catholic Point of View," by Sister Mary Annunciata Simpson, M.A., teacher of English, has been published in *The Catholic Educational Review*, in *THE CATHOLIC SCHOOL JOURNAL*, and in *Catholic School Interests*. St. Agnes has a complete scientific laboratory and a library containing more than six thousand volumes organized by a librarian trained in the Library School of the University of Chicago.

Loretto Academy, conducted by the Sisters of Loretto, was opened September 9, 1901. At first a day school, it became two years later also a boarding school. The present enrollment in the high-school department, the academy has an elementary division of 45 students, is 125. There are 19 teachers: 1 priest, 15 Sisters, and 3 lay teachers. Loretto Academy for girls is affiliated with Catholic University of America, University of Missouri, and the North Central Association of High Schools and Colleges. Sister Mary Florence, of the school, has published a book *The Sodality Movement in the United States*.

St. Vincent's Academy for girls was opened for classes for the first time on September 3,

1907. It had begun as a parochial school. The year following pupils came from parishes other than the one to which St. Vincent's was attached. In 1915 was founded its four-year and its three one-year scholarships. It has an enrollment of 169 and a staff of 6 Sisters and 2 lay teachers. St. Vincent's is accredited to the North Central Association of Colleges and Secondary Schools.

Notre Dame de Sion, a school for girls, conducted by the Sisters of Notre Dame de Sion, was founded in 1912. It provides a course of study for the kindergarten, primary grade, elementary school, and the high school. The characteristic feature of the school is the teaching of two languages, English and French, throughout the grades. In every grade French, music, art, and physical training form an essential part of the program. In the eighth grade preliminary high-school work in Latin, algebra, and geometry is given. A French course in connection with the Sorbonne, Paris, is offered to graduates from the high-school department. The French Institute of Notre Dame de Sion is fully accredited by the North Central Association of Secondary Schools and Colleges. It is the only French-speaking boarding and day school in the West. The students can secure here those advantages which formerly were to be found only abroad. The members of the faculty hold degrees from the best European and American universities and colleges. The enrollment of the Institute is 86 in the kindergarten, primary, and elementary grades; 48 in the high-school department.

Rockhurst College for boys conducted by the Jesuit Fathers opened as a high school September, 1914. The first collegiate classes were begun in September, 1917. The present high-school department, offering the traditional Jesuit classical course, a scientific course, replete with modern chemistry and physics laboratories and lecture rooms, served by its library of 9,000 volumes, has an enrollment of 345. Plans for the future include greater facilities and accommodations for 200 to 300 more students.

Of its full complement of 9 Jesuit Fathers, 7

scholastics, and 3 laymen, 16 have the master's degree.

The college department offering courses leading to the B.A. and the B.S. degrees completes the following enrollment: day students, 235; night students, 527; adult-education students, 310; special courses in social work, 45. In addition to its Arts courses the college offers training in aeronautics, being a unit in the Civil Aeronautics Authority, in social case work for St. Vincent de Paul members of the parishes of Kansas City, a social order institute for the diocesan priests, and a labor school for labor leaders of the Kansas City area. Students have a library of 12,000 books at their disposal. The faculty is composed of 9 Jesuit Fathers and 24 laymen. Nine members of the faculty have doctorates; 12, master's degrees.

In the past three years Rockhurst has seen a material growth quite in proportion with its increased enrollment. A new arts building and a field house along with other improvements represent an outlay of \$350,000 to \$400,000.

Both the high-school and the college department are fully accredited. The high school is an accredited member of the National Jesuit Educational Association, the North Central Association of Colleges and Secondary Schools, and the National Catholic Educational Association; the college, of the Jesuit Educational Association, the North Central Association of Colleges and Secondary Schools, and the National Catholic Educational Association.

The Diocesan Seminary, St. John's, was founded by the late Thomas F. Lillis, D.D., bishop of Kansas City. The Fathers of the Congregation of the Missions conduct the seminary. At present there are 55 students preparing for the priesthood.

This record shows to an extent the accomplishments of the Catholic schools in Kansas City and the opportunities they are providing. It may hide the defects that must appear in a rapidly expanding and pioneer system. In it, however, we feel there is also a record of a spirit of enterprise which will weed out the defects that may be present, assure further achievements, and secure added opportunities.

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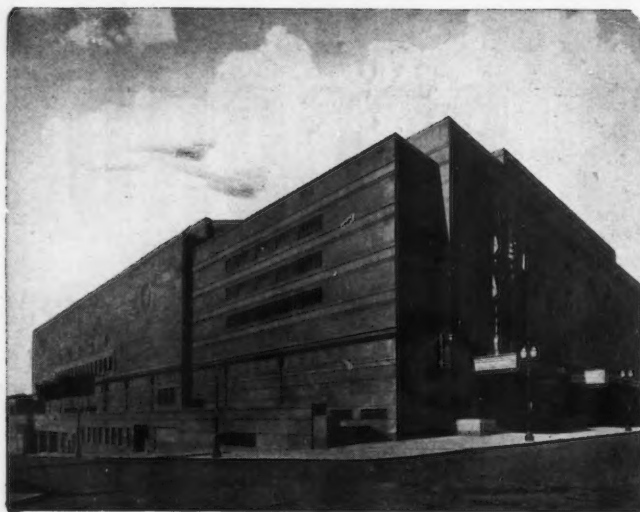
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Parish-School Department  
Seminary Department  
Minor-Seminary Section  
Catholic Deaf-Mute Section  
Catholic Blind-Education Section

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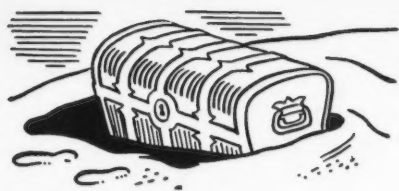
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## Catholic Education News

### Significant Bits of News

☐ Steps in the formation of a Maryland-Washington-Virginia regional unit of the Catholic Library Association were taken at a meeting held at the Catholic University of America at Washington, D. C.

☐ To consider the problem of youth unemployment, several prominent Catholics participated in the NYA conference held in Washington in December. The conference adopted a program to increase the public employment of persons between the ages of 16 and 25. A report of the conference said "immediate and vigorous action is necessary if very serious consequences to the nation are to be avoided. One third of the young people of this country between the ages of 16 and 25 who are out of school are unable to secure employment. At least 4,000,000 young people of these ages are out of school and unemployed. This constitutes between one third and one half of the total unemployed in this country."

☐ A hearing-conservation survey will be conducted in the Catholic grade and high schools in Cincinnati to arrange for remedial treatment for those who have defective hearing. This announcement was made by Father Carl J. Ryan, archdiocesan superintendent of schools. The survey will be conducted by the state department of education and the state department of health, with the assistance of WPA workers.

☐ In a survey recently made in Chardon, Ohio, it was disclosed that out of 500 school children between the ages of 6 and 16 less than 200 are receiving religious instructions.

☐ The Pro Parvulis Book Club, in addition to the regular bi-monthly and book of the month which it now selects for young people, announces another unusual extra service to be sent to members. The Club will send its members in each *Herald*, the book club's review magazine, a mimeographed sheet of both Catholic and non-

Catholic titles which are currently published and receiving wide publicity, but which are too mature for high-school libraries and high-school ages, or for various reasons unsuitable. The service is designed as a guide to perplexed librarians.

☐ In an educational centennial survey published in *School and Society*, Catholic events and persons figure prominently. The survey lists events the centennials of which are reached in 1940, beginning with A.D. 340 when St. Jerome of Dalmatia, who prepared the text of the Latin Vulgate was born. The survey records that St. Jerome "exercised a marked influence on the education of girls." It points out also that St. Ambrose was the author of *De Officiis Ministrorum*, a manual on morality "which encouraged the study of ancient literature and was influential throughout the Middle Ages." A number of other Catholic events and persons are recorded in the survey.

☐ The Sisters of Providence in America, whose mother house is in St. Mary-of-the-Woods, Ind., will observe the centenary of their foundation until October. The centennial ceremonies began on January 23. Many elaborate ceremonies have been planned during this time.

☐ Beginning February 3 and ending on May 25, the NBC Red network will carry the broadcasts of a group of distinguished Catholic women, including editors, writers, and lecturers, who will be heard in a series of 17 discourses to be given this year in the 4th annual N.C.C.W., "Call to Youth" program. The general subject of the addresses will be "Eternal Heroines As They Walk in the 20th Century."

☐ District Atty.-Elect Wm. O'Dwyer, of Brooklyn, emphasized at a gathering of more than 700 Catholic educators at the annual meeting of the Middle Atlantic States Unit of the N.C.E.A., Secondary School Dept., that moral training is the greatest crime preventive.

☐ The 2nd annual memorial Mass and Communion for deceased members of the Catholic Teachers' Association was held at Connecticut States Prison chapel recently. Each year the teachers offer up Mass and Communion in the same chapel where the deceased teachers instructed the inmates. The inmates attend the service also. Christian-doctrine classes have been conducted at the Connecticut States Prison at Wethersfield for 59 years. The work is done by laymen from Hartford. A new classified Christian-doctrine course was started last September and will continue until 76 lessons are given.

### Grade and High Schools

☐ A survey compiled by the Department of Education of the N.C.W.C. for the two-year period 1936-38, in which returns were received from 107 of 111 dioceses, indicates that there were 7,916 Catholic elementary schools in the United States, staffed by 59,701 instructors. These schools were attended by 2,086,071 pupils. The total enrollment in elementary schools in 1938 compared with the total enrollment in the same schools in 1936 showed a decrease of 23,876 pupils, or 1.1 per cent in the 2-year period 1936-38. For the same period the public schools showed a decline of 3.035 per cent. Up to 1930 each biennial survey showed an increase in the enrollment in elementary schools. Each of the four surveys conducted in 1932, 1934, 1936, and the present one, show a steady decline in elementary enrollments. The decline shown by the present survey, however, is less than that of the two previous ones, the percentage this year being only 1.1, while that of 1936 was 2.3 and that of 1934, 1.5.

☐ St. Xavier's High School unit of the Don Bosco vocation club for boys recently held Dominican Night, with guest speaker Father Walsh, O.P. A Holy Cross Father from the University of Notre Dame, Rev. Joseph McAllister, spoke on another night about the life and works of the Congregation and also about the spirit of Notre Dame.

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¶ The new \$15,000 St. Edmund's High School gym in Eunice, La., was opened with appropriate exercises, and is another achievement in Father A. Martel's record as a builder during his pastorate of St. Anthony's Church.

¶ St. Stephen's High School, Cleveland, has instituted a course in salesmanship which the juniors are required to take and which the seniors may elect. While it is classroom theory that they learn, the students take turns at playing saleslady and customer in a well-equipped grocery store complete even to cash register, telephone, order blanks, and signs. The students are taught how to arrange merchandise to make it attractive to the customer, and they are taught the psychology of serving the buyer. The salesmanship course is the initial step in preparing students for department-store positions, according to Sister M. Elaine, S.N.D., principal. Tentative arrangements are being made to place students in west-side stores where they can put their theory into practice.

¶ St. Vincent's School for Boys in San Rafael, Calif., will soon complete its million-dollar building program. Announcement has just been made of the awarding of the contract for the last unit, a \$50,000 gymnasium.

¶ St. Stephen's High School, Cleveland, Ohio, is adding a course in physical education, consisting of gymnastics, calisthenics, and ballroom dancing.

¶ The Ohio State employment agency through its Cincinnati office has introduced a program of vocational guidance and testing into the archdiocesan high schools in Hamilton County. The plan, as explained by Rev. Carl J. Ryan, archdiocesan superintendent of schools, calls for talks to the senior pupils concerning their plans for procuring a job after they leave school in June, the types of jobs probably available, and the agencies that can help them in procuring a job. Individual counseling is available for those students desiring it, and consultation with parents of students can also be arranged, to explain to them

how the program can help their sons and daughters procure employment.

A series of tests will also be conducted at the employment agency, and these will form a part of the record of each graduate and give information to prospective employers concerning the ability of an applicant for a job.

### Personal News Items

¶ REV. JEROME D. HANNAN, of St. Paul's Cathedral staff in Pittsburgh, was appointed to the faculty of Canon Law at the Catholic University of America. Father Hannan received his degree of Licentiate of Canon Law at the Catholic University in 1932.

¶ VERY REV. THOMAS PLASSMAN, O.S.M., president of the St. Bonaventure College, St. Bonaventure, N. Y., was elected to the executive council of the American Catholic Historical Assn.

¶ DR. FRANCIS E. McMAHON of the University of Notre Dame was elected president of the American Catholic Philosophical Association at its 15th annual meeting at the Catholic University of America. Rt. Rev. Msgr. Fulton J. Sheen and Rev. Dr. C. A. Hart, both of the Catholic University, were named vice-president and secretary-treasurer, respectively. The next meeting of the association will take place December 30 and 31, 1940, at the University of Detroit. The general topic for discussion will be the "Problem of Liberty."

¶ Two Catholic Sisters, alumnae of St. Bonaventure College, and members of the Institute of the Missionary Sisters of the Immaculate Conception, have just passed physician's examinations and were granted licenses to practice medicine. They are SISTERS HILDA MEIER and CELINE HEITZMAN, I.C.

¶ MOTHER M. ELENITA BARRY was elected mother superior of the Sisters of Charity of St. Vincent de Paul at the mother house of the Order in Convent Station, N. J. Mother M. Elenita has been a religious for more than 50 years.

¶ REV. J. JOSEPH LYNCH, S.J., director of the famous Fordham University Seismograph Observatory, has been chosen director of amateur activities by the American Seismological Association. He has been pursuing the study of seismology since 1901. Father Lynch reports that one amateur constructed a workable seismograph for \$2.75, employing automobile parts and kitchen utensils in the apparatus.

¶ REV. CHARLES J. DEANE, S.J., vice-president and secretary-general of Fordham University was recently elected a member of the executive committee, representing the State of New York, of the Middle States Association of Colleges and Secondary Schools and Affiliated Associations. Father Deane was also elected chairman of the Eastern Regional Unit of the College and University Dept. of the N.C.E.A. for the year 1939-40.

### What the Colleges Are Doing

¶ St. Michael's College, Winooski Park, Vt., was elected to membership in the New England Association of Colleges and Secondary Schools at its annual meeting recently.

¶ Marymount College in Salina, Kans., is to have a department for advanced scientific research in a new laboratory. The new unit will be under the direction of Dr. George Speri Sperti, famed biochemist and head of the Institutum Divi Thomae of Cincinnati, Ohio, and Sister Mary Grace, who has been making notable progress in research at the Institutum.

¶ Loyola University of the South, New Orleans, will inaugurate two important changes at the opening of the new school year in September, 1940. Intercollegiate football will be eliminated, and a school of social service will be added. Rev. P. A. Roy, S.J., president of the university, said the university will go into a strongly developed health program in which intramural athletics will play an important part. Basketball, track, and boxing will not be affected by the decision against football. Father Roy said intercollegiate football

(Concluded on page 22A)



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(Concluded from page 20A)

is being dropped because the school cannot continue to support the game and establish a school of social service too.

¶ St. Ambrose College, Davenport, Ia., reveals that to date \$475,000 has been subscribed in the drive for funds in the expansion program. This will permit the immediate erection of a chapel on the campus, to be followed by a library and administration building later. The last building will be erected by funds provided especially by the non-Catholics of Davenport and vicinity.

¶ Sister Incarnata Marie, S.I.W., presided at the general meeting of Incarnate King Institute recently at the Sisters College in Cleveland. She gave a report of the convention in Chicago of the American Council of Learned Societies.

¶ Fordham University played a very prominent part in the celebration of the 400th anniversary

of the confirmation of the Society of Jesus by Pope Paul III. A three-act play, *Who Ride on White Horses*, the story of Blessed Edmund Campion, was presented at the Heckscher Theater, New York City, on four nights. The drama, written by two student playwrights of the senior year, commemorated also the 400th anniversary of the birth of the illustrious martyr, Blessed Edmund Campion.

¶ The old St. Thomas Hall on the campus of the Catholic University of America at Washington, D. C., has been completely remodeled to provide modern and efficient accommodations for the School of Social Work and for the Child Center which is conducted under the supervision of Rev. Dr. Thomas Verner Moore, O.S.B. The Rockefeller Foundation last summer granted \$85,000 to Father Moore for the establishment of a Child Center where adequate quarters should be pro-

vided. The Child Center takes over the main floor, and the School of Social Work, the second floor.

¶ The Friedsam Memorial Library at St. Bonaventure College, St. Bonaventure, N. Y., appears in a Guide to the Manuscript Depositories of New York State, now being prepared by the Historical Records Survey of the WPA. The collection at the library is open for the use of any researcher or author with no special restrictions attached.

¶ In addition to the retreat given to the Catholic students at St. Bonaventure College, St. Bonaventure, N. Y., a retreat was given also for the students of other faiths. The retreat for non-Catholics proved such a success last year that it was decided to make it a yearly practice.

¶ St. Bonaventure College has successfully introduced the Dialogue Mass, *Missa Recitata*, in which the congregation recites the responses in common during the celebration of Holy Mass. The students use a manual of responses prepared by two of the Franciscan Fathers of the college, and they answer the celebrant orally and in Latin.

¶ Fordham University held its third annual Congress sponsored by the Graduate School of Arts and Sciences with a three-day program. The subject this year was "Labor Law—an Instrument for Social Peace and Progress."

¶ Quincy College at Quincy, Ill., has begun ground-school courses of the vocational flight training program conducted in cooperation with the Civil Aeronautics Authority in Washington. The college was selected by the C.A.A. to teach all branches of aviation which will include actual flying.

¶ St. Martin's College at Lacey, Wash., is offering three important new courses this semester. Heading the list is the one in quantitative analysis in the chemistry school. Contemporary political philosophy has attracted a large number of students. For the first time in the history of the department of accounting and economics, a seminar course in accounting is offered.

¶ Mt. St. Joseph Teachers' College, Buffalo, N. Y., has been empowered by the State Educational Department to train teachers for the mentally handicapped and to confer the qualifying certificate for teachers of the elementary schools.

¶ At the Catholic University of America, James J. Bowe, head of the mechanical-engineering department, administers what may be termed a one-man placement bureau. In four years he has secured positions for more than 150. Always on the lookout for openings, Mr. Bowe annually consults with about 600 leading industrial and manufacturing concerns throughout the country. Engineers are placed more quickly than other students, Mr. Bowe has discovered. Liberal-arts graduates are more difficult to place, since they are not trained for a specific occupation. However, these latter are wanted as salesmen, insurance-company employees, and other positions in which personality, poise, and ability to speak well are important factors.

Mr. Bowe says that business leaders stress the fact that Christian ideals and Christian ethics go hand in hand and are a real necessity in the business world.

¶ A Catholic Teachers College of New Mexico is planned for Albuquerque, N. Mex. It is hoped to open the college early in June of this year. The new institution will replace St. Francis College, Albuquerque, conducted by the Franciscan Fathers and the Franciscan Sisters.

¶ Eva J. Ross, noted English sociologist, author and lecturer, addressed students of Quincy College, Quincy College Academy, and Notre Dame Academy in the college auditorium, her subject being "Belgium, Its People and Its Cooperatives."

¶ St. Bonaventure College, St. Bonaventure, N. Y., was also favored with an address by Miss Eva J. Ross, who spoke there on the Belgium Cooperatives. "The Belgians," said Miss Ross, "have been tempted from time to time by various activities in the direction of totalitarianism, but they have as a whole always returned to the good sense and efficiency of their existing cooperatives."



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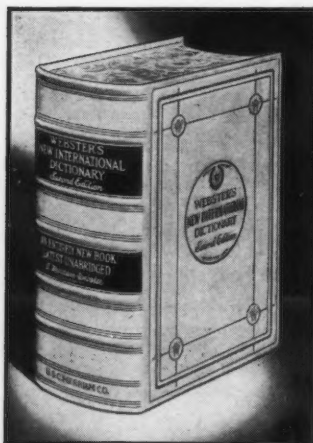
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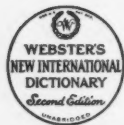


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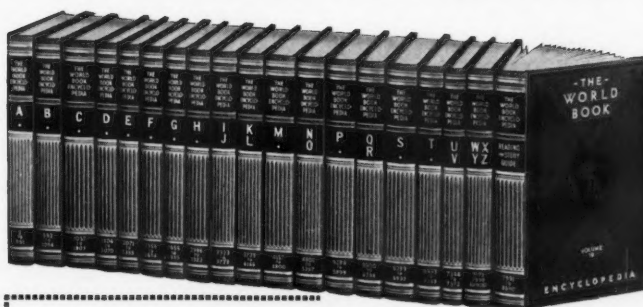
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#### Coming Conventions

March 7-9. New Jersey Vocational and Arts Association, at Asbury Park, N. J. J. J. Berilla, 553 Corliss Ave., Phillipsburg, N. J., secretary. March 13-15. South Carolina Education Association, at Greenville, S. C. J. P. Coates, Drayton Hall, University of S. C., Columbia, S. C., secretary. March 14-16. Georgia Educational Association, at Macon, Ga. Ralph L. Ramsey, Walton Bldg., Atlanta, Ga., secretary. March 14-16. Alabama Educational Association, at Birmingham, Ala. Frank L. Grove, 21 Adams Ave., Montgomery, Ala., secretary. March 25. Chicago Catholic Science Teachers Association, at Wilmette, Ill. Sr. Cyprian Johnson, Siena High School, 118 N. Central Ave., Chicago, Ill., secretary. March 25-26. Catholic Association for International Peace, at Washington, D. C. Rev. R. A. McGovern, 1312 Massachusetts Ave., N.W., Washington, D. C., secretary. March 26. Catholic Anthropological Association, at River Forest, Ill. Rev. Dr. John M. Cooper, Catholic University of America, Washington, D. C., secretary. March 26-29. National Catholic Educational Association, at Kansas City, Mo. Rev. Geo. Johnson, Ph.D., 1312 Massachusetts Ave., N.W., Washington, D. C., secretary. March 27-30. Eastern Arts Association, at Philadelphia, Pa. Raymond P. Ensign, 250 East 43rd St., New York, N. Y., secretary. March 27-30. Illinois Vocational Association, at Chicago, Ill. H. P. Erwin, Sullivan, Ill., secretary. March 27-30. Mississippi Educational Association, at Biloxi, Miss. W. N. Taylor, 719 N. President St., Jackson, Miss., secretary. March 28-30. Texas Vocational Teachers Association, at San Antonio, Tex. Henry Ross, College Station, Tex., secretary. April 1-3. Northwest Association of Secondary & Higher Schools, at Spokane, Wash. Paul S. Filer, Columbia Bldg., Spokane, Wash., secretary. April 3-5. North Central Association of Colleges & Secondary Schools, at Chicago, Ill. G. W. Rosenlof, University of Nebraska, Lincoln, Neb., secretary. April 17-20. Western Arts Association, at Cincinnati, Ohio. Harry E. Wood, 5215 College Ave., Indianapolis, Ind., secretary. April 21-23. Tennessee Education Association, at Nashville, Tenn. A. D. Holt, 601-3 Cotton State Bldg., Nashville, Tenn., secretary.

#### HAPPY LENT!

Someone with courage, vision, and a sense of paradox will one of these days add to the greetings, "Merry Christmas!" and "Happy New Year!" a new one—"Happy Lent!" At the start, the casual listener will think him deliberately ironic, or slightly off his top. Happy Lent? What an absurd idea! Lent, the time of penance and renunciation and mortification, the time of beating down the body and subduing the soul—and anyone calls it happy? Nonsensical!

Yet the man with the original greeting will be talking sheer sense, and if the greeting ever catches on, Lent will have a very different significance in the minds of those who observe it. Indeed, the whole trouble about Lent with most Catholics (who in the main make scarcely a pretense of observing it) is that it has been treated as a dull, dreary, deadly time, when it should be a time of joy and opportunity and gracious giving to God and to others.

No doubt about it, grace flows in abundance during Lent. Not merely are the slight penances that we all undertake the source of grace, but Lent climaxes in the perfect outpouring of grace which is the Passio Christi. That should make it happy.

People undoubtedly sin less in Lent, for they give up many of the occasions of sin and think a bit seriously of the great purposes for which they have been created. That should make Lent a happy time.

During Lent we have a precious opportunity of giving things to God, and we do. We share with Him (in the renunciation of food) the meals upon our table. We give Him sweets and luxuries as we "give them up" for His sake. And it is a happy thing to be able to give generously and gladly to God.

Lent is a time when one grows spiritually strong and physically more self-controlled. Both are most important, for the strong, self-controlled person is the happy person. And Lent leads directly toward that happiness.

So in our own minds and in our explanation of Lent to those who take their interpretation of the ecclesiastical year from us, we are most wise if we talk less of penance and more of generosity, less of giving up and more of learning self-control, less of what we will not do for ourselves and more of what we will do for God, less of learning how to suffer and die than of practicing how to live unselfishly, generously, courageously.

And to you personally, we most sincerely say, "Happy Lent!"—Daniel A. Lord, S.J. in *The Faculty Adviser*, pub. by Queen's Work Press.

#### A LIBRARY FOR MOTHERS

The Mid-West Unit of the Catholic Library Association will hold its annual meeting at Creighton University, Omaha, Nebr., October 12, 1940.

Accepting a suggestion made on the editorial page of THE CATHOLIC SCHOOL JOURNAL in December, 1939, this conference, in each department, will discuss books for Catholic mothers.

The program for the elementary department will include: March of Time in Children's Books; the Christian Mother's Answer to "Tell Us a Story"; Outstanding Science and Pet Tales of Recent Years; and a Suggestive Mother's Bookshelf. All members of the Home and School Association are invited to attend this program.

Miss Mary Hunt, librarian of Creighton University, Omaha, Nebr., is general chairman of this meeting.

#### A LIBRARY IN EVERY SCHOOL

A library is recommended for every school, with every school library in charge of or under the supervision of a person qualified to select books and to direct reading.—*White House Conference on Child Health and Protection, 1930.*



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## Recent Books Reviewed

(Continued from page 103)

### Wilhelmina

By Clementia. Cloth, 265 pp. \$1.50. Frederick Pustet Co., New York, N. Y.

The author of the famous Mary Selwyn and Bertha and Beth Books introduces young readers to Wilhelmina, as active, lovable, and heroic a girl as anyone would wish to have as a friend. The spirited events of her boarding-school days are narrated in such engaging style as only can be achieved by one who is a master in the depiction of childhood experiences.

Not only in school, but at home with her many brothers and small and grown-up relatives, we follow the sterling character of Willie as she with the other little people experience the many joys, and also the pathos which make up the eventful lives of the Marvin and Selwyn families.

But over and above the wholesome, lively story, the spiritual motives of the author are intertwined, although not perceptible to the child as she reads the story. Many valuable lessons in character training and Catholic doctrine are masterfully interwoven.

While the book will appeal principally to girls, boys too will be held in suspense as the author tells of the nights Wilhelmina plays banshee, encounters thieves and kidnappers on her trip out West, and as her sportive brothers play mischievous tricks while Willie is in charge during the absence of her mother and father in Cuba. — *L. L.*

### Business Principles and Management

By Bernard A. Shilt & W. Harmon Wilson. Cloth, 642 pp. Illus. \$1.80. South-Western Pub. Co., Cincinnati, Ohio.

A new book that teaches business by specific details, basing much of its illustration on problems of the small business. It provides a general course correlating many of the principles taught in separate courses.

### How to Increase Reading Ability

By Albert J. Harris. Cloth, 422 pp. \$3. Longmans, Green & Co., New York City, 1940.

A professional textbook which aims to deal with diagnostic and remedial reading in a comprehensive, impartial, and practical way. While it gives prominence to these phases of the subject, it does not neglect the various systems of the general teaching of reading.

The chapter headings are: The Significance of Reading Disabilities; How the Normal Child Learns to Read; Readiness for Reading; How to Diagnose Silent Reading; How to Diagnose Oral Reading; Investigating the Causes of Reading Difficulties; Basic Principles of Remedial Reading; Materials for Remedial Reading; How to Improve Word Recognition; How to Improve Comprehension, Fluency, and Speech; Teaching Reading to Specially Handicapped Children; Organizing the School for Better Reading; Individualizing Reading in the Classroom.

Appendices contain an alphabetical list of tests; a graded list of books for supplementary reading; and a list of publishers.

### Let's Read. II

By Roberts, Rand, Murphy & Appy. Cloth, 550 pp. Illus. \$1.28. Henry Holt & Co., New York City, 1939.

This is the second book of a four-book series of selections to stimulate students to read. Each selection is usually followed by suggestive questions, suggestions for more reading, etc.

### Virtue and Vice

By Rev. Clement H. Crock. Cloth, 320 pp. \$2.75. Joseph F. Wagner, New York City.

Here "Father Crock brings to completion his ambitious undertaking of providing a series of discourses on all the topics mentioned in the Papal Program of Catechetical Instructions which the Sacred Congregation of the Council prescribed

for all the churches of the world (January 12, 1935; *Acta Apostolicae Sedis*, XXVII, 150)."

These sermons treat of the Precepts of the Church, Prayer, Virtue, Evangelical Counsels and Beatitudes, Natural and Supernatural Wedlock, Occasional Sermons.

### 16-mm. Free Loan Film Directory

Compiled by Lyle Miller of the Scienceville High School, Youngstown, Ohio. 50 cents. Published by the author.

This mimeographed catalog lists 1,400 films, 500 of which are sound films, from 260 sources. A short description is given for each film when the title is not self-explanatory.

### Fundamentals of the United States Government

By George N. Kramer. Part II, *National Government*. Mimeograph, 109 pp. Published by the author who is a professor of political science at Loyola University, Los Angeles, Calif.

The chapters treat: The National Legislature; the Process of Law Making; Legislative Powers and Limitations; the Executive Department; Powers of the President; the National Judiciary; An Evaluation of the Constitution.

### Land from the Sea

By Edna Potter. Boards, 63 pp. Illus. \$1.50. Longmans, Green & Co., New York City, 1939.

Present-day life in Holland for young children. Dirk and Krisje live on an island in the Zuider Zee. Their father was a fisherman, but he sells his boat and becomes a farmer. There are a number of beautiful full-page drawings by the author and a map of the Zuider Zee region illustrating how the land is made from the sea.

### Seeing Our Country. Book II

By Walter B. Pitkin & Harold F. Hughes. Cloth, 398 pp. Illus. \$1.60. The Macmillan Co., New York, N. Y., 1939.

Paper, mohair, glass, rubber, automobiles, rayon, and what not? With this book, children of the intermediate and upper grades will actually learn something about the material progress, the resources, and the ingenuity of our chemists and engineers. And they will learn it in pleasant story form.

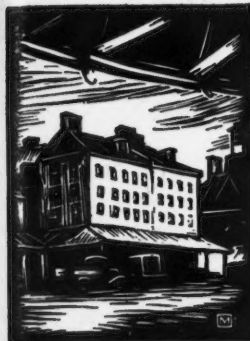
(Continued on page 28A)



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(Continued from page 26A)

### Religion Outlines for Colleges. Course II

By John M. Cooper, D.D. Second ed. Revised. Cloth, 292 pp. \$1.35. The Catholic Education Press, Washington, D. C., 1939.

Course II of this series of four books treats of "The Motives and Means of Catholic Life." The brief chapters are followed by questions for discussion and references for further or future reading. These references are summarized at the end of the book in a general bibliography which points out first and secondary choices for a reference library for teachers or students. The author's purpose seems to be to supply the essentials of the various subjects and to expect the teacher to supplement these by leading class discussions and supplying further comment and by requiring the student to consult references. Many of these references are to *The Catholic Encyclopedia*.

### Modern Verse. Book I

By Anita P. Forbes & Albert S. Smith. Cloth, 317 pp. Illus. 96 cents. Henry Holt & Co., New York, N. Y., 1939.

A revised edition. There are more than 100 short modern poems within the range of comprehension of the junior-high-school pupil. They are classified as: Poems Say Many Things; Poems Convey Feeling; Poems Can Sing and Dance; Poems Help Us to See; Poems Are Built for Effect. They are followed by biographical notes on the poets; a chapter on the craftsmanship of the poet; and indexes of authors, titles, and first lines.

### Children's Literature by Grades and Types

By Ollie Depew. Cloth, 706 pp. \$3. Ginn and Company, New York, 1938.

This book will be welcomed by all teachers of classes in children's literature, by all teachers in elementary schools, and by all parents who want to know what to buy for, or read to, children. It enables the teacher or the prospective teacher effectively to answer these two important questions: "What literature (what extracurricular reading) should be taught in this grade?" and "In what grade should this literature (this

juvenile book) be taught?" Furthermore, the work suggests criteria for measuring other literature for children.

Both classic literature and worthy current literature are represented. To open up a wide range of reading and increase the value of the book, annotated bibliographies appear at the end of each section. Well-devised exercises provide a field for individual investigation and are of great service to the busy but would-be progressive teacher. — S. M. S.

### Mary

By Sister M. Eleanore, C.S.C., Ph.D. Cloth, 207 pp. \$2. The Bruce Pub. Co., Milwaukee, Wis.

In this beautiful volume of the Religion and Culture Series, the author presents a series of explanations, it would be difficult to excel, of Mary's place in the Divine plan of salvation. The chapters deal with the problems concerning our Lady, with Mary as the Mother of Jesus, and the help of Christians, with the miraculous apparitions of our Blessed Mother, with Mary in song and story, Mary and the modern home, and Mary, queen of virgins.

Father Husslein, in his preface, aptly says: "It is in fact greatly important to have this résumé, which gathers into one handy volume what might with difficulty be found, if at all, scattered through many. It tells fervidly and entirely, as best it can, the story of Mary."

The book should be widely read by priests, religious, and the adult laity. The chapter on Mary and the Modern Home makes the work an ideal wedding gift. — E. W. R.

### The New Modern American and British Poetry

Ed. by Louis Untermeyer. Cloth, 511 pp. \$1.20. Harcourt, Brace & Co., New York, N. Y.

The latest edition of a work copyrighted in 1922, 1923, 1928, and now in 1939. It contains 436 poems as compared to 350 in 1928; but only 119 poets are represented compared to 153 in the older edition. A new section of "Study Suggestions" has been added, the prefaces have been

extended, and the authors' biographies expanded. *Meditations for Religious*

By the Reverend Raoul Plus, S.J. Translated by Sister M. Bertille and Sister M. Thomas. Cloth, 420 pp. \$2.75. Frederick Pustet Co., New York, N. Y., 1940.

In the field of worldly endeavor progress implies unmitigated watchfulness to forestall lapses, to strengthen weaknesses, to keep up the standard. In the field of spiritual endeavor the same laws hold, the same principles work. Despite our knowledge of this, our progress in matters of the spirit is slow, our endeavors lag, and if we do move forward it is by spurts and starts. Why? Spiritual writers answer this question bluntly.

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(Continued on page 31A)

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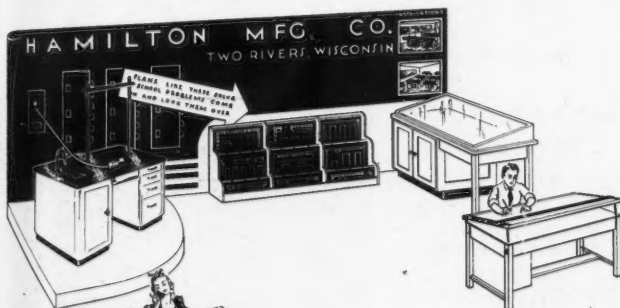
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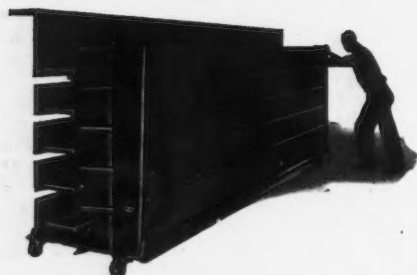


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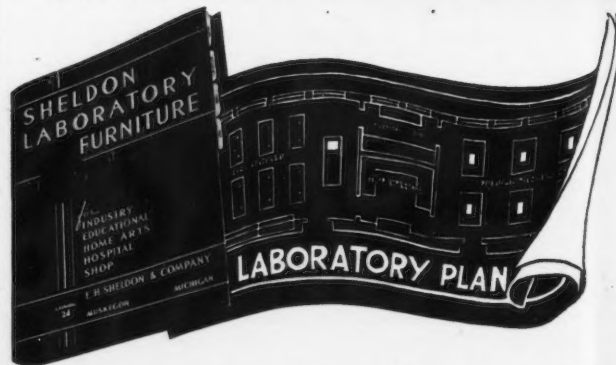
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(Continued from page 28A)

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### The Children's Saint Anthony

Story by Catherine Beebe. Pictures by Robb Beebe. Boards, 79 pp. \$1. St. Anthony Guild Press, Paterson, N. J., 1939.

The story begins with, "He was not born a saint. Saints are not born saints. They, like us, were once little babies, born to fathers and mothers just like ours," and goes on in this simple, direct, childlike language. Even a third grader could manage to read these pages without stuttering and stumbling, and learn how St. Anthony proved the reality of the Divine Presence by causing a hungry donkey to adore the Blessed Sacrament before he touched his hay. Also how and why St. Anthony preached to the fishes. But that's the St. Anthony way—he, "the wonder-worker of Padua."—S. M. S.

### Hannah Courageous

By Laura Long. Illustrated by Edward Caswell. Cloth, decorated end papers, 246 pp. \$2. Longmans, Green and Company, New York, N. Y., 1939.

Stories with the Underground Railroad as a setting always evoke a responsive chord in upper-grade readers. This is such a story. The events related here take place in White River, a small community, which is a station in the Underground Railroad. The story is concerned with Quaker aid in freeing slaves and with the ethical questions involved. The characters are the Nicholson family with Hannah, scarcely twelve, as the heroine, and several friends, both abolitionists and slaveowners. Hannah's talent for drawing becomes an asset when she draws portraits for the settlers going to Kansas, and especially

when she goes to Washington to draw cartoons for the newspapers. For grades six and up.—S. M. S.

### Farthest West

By Laura Adams Armer. With illustrations from paintings by Sidney Armer. Cloth, 190 pp. \$2.50. Longmans, Green and Company, New York, N. Y., 1939.

This story, without preaching, brings home to young readers the need to conserve our American forests. The giant California redwoods stood for centuries, admired and loved by man, beast, and bird. Their majestic beauty inspired awe—at least so thought Florence, and Edward her brother, and John, the dark-eyed, part-Indian boy.

Various incidents add a flavor of legend and folklore and help to make this an absorbing story. For grades five and up.—S. M. S.

### The Spirit of Gregorian Chant

By Marie Pierik. Cloth, 202 pp. McLaughlin and Reilly Company, Boston, Mass., 1939.

In an article in *The Caecilia* (Jan., 1940, p. 6), Marie Pierik defines Gregorian Chant as "the first consummate musical art of Christendom. Consummate, because in Gregory's time and for ages after his death (A.D. 604) his work was considered so sacred that none might touch or alter it. . . ."

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### Vocations in Short Stories

By Vera E. Morgan. Paper, 47 pp. Published by the American Library Association, Chicago, Ill.

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### Sixteen Steps to the Church

By H. O'H. Walker, S.J., and Edmund J. Fortman, S.J. Paper, 38 pp. 50 cents. The Queen's Work, St. Louis, Mo.

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### Father Champagnat

By Rev. Neil Boyton, S.J. Paper, 36 pp. 5 cents. The Marist Press, St. Ann's Hermitage, Poughkeepsie, N. Y.

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(Concluded on page 34A)

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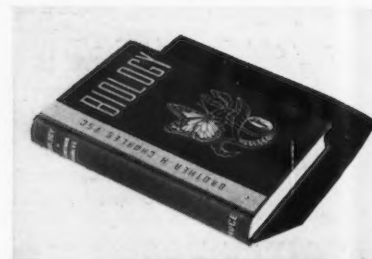
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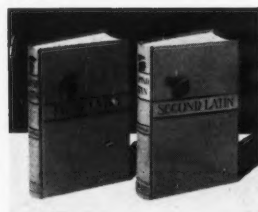
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(Concluded from page 31A)

#### Walt Disney Story Books

*Donald Duck and His Friends*, by Jean Ayer; *Mickey Never Fails*, by Rob'n Palmer; *Little Pigs Picnic*, by Margaret Brown; *School Days in Disneyville*, by Caroline Emerson. Cloth, illus. Each 68 cents. D. C. Heath & Co., Boston, Mass., 1939.

These are illustrated supplementary readers for the primary grades, consisting of stories about the Disney characters.

#### Test in Religious Instruction

By Rev. Alfred Schnepf, S.M. The Bruce Publishing Co., Milwaukee, Wis.

These are preliminary tests for high-school students to help the teacher to decide what the students need. The five pages contain true-false, multiple-choice, and matching tests. There are a key and a summary class record for the teacher.

#### Scouting for Catholics

By Rev. Louis P. Barcelo, C.S.C., and Rev. Edward Fuller, S.J. Paper, 146 pp. The Catholic Committee on Scouting, 2 Park Ave., New York, N. Y.

Contains practical suggestions and procedures to supplement the natural program of scouting with the supernatural elements of the Church program for the boys of the parish.

#### Our Divine Model

By Peter A. Resch, S.M., S.T.D. Cloth, 308 pp. \$2. The Bruce Publishing Co., Milwaukee, Wis.

There is offered to the student in this volume a formal study of the life of Christ with direct application being made to the student himself so that there may be drawn from such a reading the lessons contained in the truth of the life and teaching of our Lord. This life is arranged in chronological order and is based directly upon the four Gospels which are so harmonized that the complete picture together with a familiarity with the Gospel facts themselves is readily attained. By making direct application to the mind and life of the student, emphasis is placed

upon the spiritual values found in a reading on the life of Christ. The book should serve not only to acquaint the pupil with the events in the life of Christ, but, more important, should be the message which he will draw from the formal presentation and pointed application made by this book. It should also serve as a ready reference upon the important events which are contained in the Gospel record.—R. C. B.

#### The Graduate Looks to the Future

By Clifford E. Erickson and Lois McCulloch. Paper, 112 pp. 48 cents. McKnight & McKnight, Bloomington, Ill.

Designed primarily for the senior student in the last semester of his high-school course, this book is written with the intention of aiding the graduates in taking a backward look to see what they have accomplished during the past three and a half years and then in looking ahead to see where they are going, in order to plan for the future. Discusses such important items as, "Continuing My Education," "Continuing My Schooling During My Spare Time," "How to Get a Job," and others which necessitate analysis of capacities and interests and needs in order to insure success and happiness in the future.

#### Paul and the Crucified

By Rev. Wm. J. McGarry, S.J. Cloth, 292 pp. \$3. The America Press, New York, N. Y.

A study of St. Paul's part in the early Church and commentary on his teaching. The book is scholarly, and yet its language is simple enough for intelligent laymen.

#### Daily Drills for Better English

By Edwin H. Webster. Revised and enlarged edition. Cloth, 426 pp. \$1.40. World Book Co., Yonkers, N. Y.

This is a student's handbook which provides the necessary explanations, rules, incentives, practice material, and testing devices for self-help in correct English composition, written and oral, with emphasis on the oral.

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dent will find in the book everything he actually needs for proficiency in English. The book is an ideal text for one who wishes to study without a teacher, and for that very reason is also an ideal text for the classroom.

#### The Bible: Discussion Outline

By Aloysius J. Heeg, S.J. Paper, 40 pp. and detached chart by Jerome V. Jacobsen, S.J. The Queen's Work, St. Louis, Mo.

A handy, brief text for study clubs or for private study.

#### Guidance in Public Secondary Schools

Edited by Arthur E. Traxler. Paper, 325 pp. Bulletin No. 28, October, 1939. Educational Records Bureau, New York, N. Y.

This is a report of the Public School Administration Project in Educational Guidance, carried on between 1934 and 1939, in seven city school systems and one teachers' college. The study included an examination of objectives, procedures, and supplementary aids to locally developed programs planned to meet local needs.

#### Table Games

By Ray J. Marran. Cloth, 122 pp. \$1.50. A. S. Barnes & Company, New York, N. Y.

This book will interest homemakers and directors of Sodalties and of young people's clubs. The Sister who is looking for a different type of class projects will also derive numerous helps for group and individual work that has a strong play interest.

#### Teacher's Manual to Accompany Consumer Science

By Alfred H. Hausrath, Jr., and John H. Harms. Paper, 125 pp. 60 cents. The Macmillan Company, New York, N. Y.

With the aid of this manual, the teacher will be aided in a flexible use of the course, for after the first chapter, whole chapters or units may be omitted without seriously affecting the foundation for future units. Contains suggestions regarding methods of teaching the course and answers to problems and questions.



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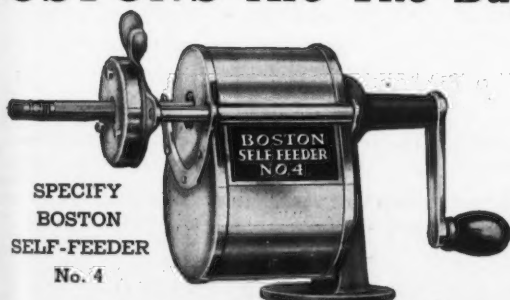
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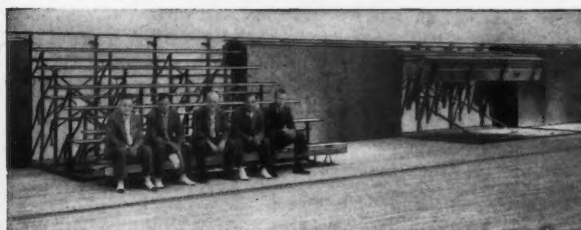
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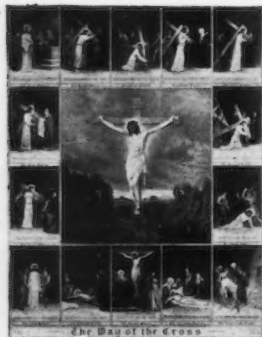
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### Booklet on Junior High Schools

The Junior High-School Movement is the title of a beautiful, 36-page booklet issued by Allyn and Bacon, publishers, 11 E. 36th St., New York City.

After a brief history of the junior-high-school movement to give "a square deal to pupils of the awkward age," and a statement of the objectives of the system, there is a discussion of the kinds of textbooks needed in a junior high school and a list of the Allyn and Bacon books designed to meet this need.

### New Blackboard Cleaner

The American Crayon Company is manufacturing a new blackboard cleaner which entirely eliminates all washing of boards—slate, glass, or composition. The new article is called the Hygeia Chalkboard Cleaner. It is a simple device—a holder which fits the hand comfortably, into which is inserted a reversible cleaner. One side is Cellular Latex which obliterates the chalk marks from the board. The opposite side is of Lambskin which cleans the board, actually removing every vestige of chalk dust with one stroke of the cleaner. The manufacturer recommends the Latex side for during-the-day use and the Lambskin side for dressing down the boards at the end of the day. The device is washable simply by removing the cleaner from the holder and holding it under the water faucet. The holder is refillable—new refills may be purchased separately.

Circular and price information can be obtained by writing Dept. H, The American Crayon Company, Sandusky, Ohio.

### New Linoleum Blocks

A departure from the beaten path has been undertaken by The American Crayon Company, Sandusky, Ohio, in connection with the manufacture of linoleum blocks. Instead of the usual brown linoleum, this company is now using a jet-black battleship linoleum for their *Fused Gray Linoleum Blocks*.



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The Plan provides nonconsumable tests and exercises in arithmetic for grades 2-8 inc. and in English for grades 2-6 inc. The "nonconsumable" feature is really new. It consists of *The Practice Slate* which is a practical adaptation to the need of the school of the "Magic Slate" which has been quite widely used more or less as a toy. The tests and exercises are printed on transparent sheets to be inserted in the slate. After the work is performed, it is checked with the help of the teacher's key, the film of the slate is raised, and the writing disappears.

A teacher's manual accompanies each set of materials, also a teacher's record book and individual score sheets for the pupils.

The Strathmore Plan is published by the Strathmore Company, Aurora, Ill.

### A BEST POEM

Sister M. Madeleva, C.S.C., president of Saint Mary's College, Notre Dame, Ind., has just received the National Poetry Center gold medal award for the best poem submitted by a poet from Indiana. The poem, which was on display at the New York World's Fair, was printed in the *New York Times* of January 30, 1939. It is entitled "Snowstorm."

### SNOWSTORM

The air is white and winds are crying.  
I think of swans in Galway flying.

Winds are wings; snow is a rover;  
Swans of Galway are flying over.

Winds are birds; snow is a feather;  
Wild white swans are wind and weather.

Wings drift downward; snow is falling;  
Swans are wild winds crying, calling.

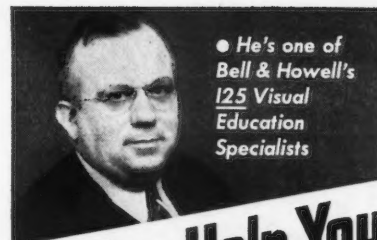
Winds are white with snow but alway  
Mine are white with swans from Galway.

Sister Madeleva was born in Cumberland, Wis., the daughter of Mr. and Mrs. August Wolff. Before her appointment as president of Saint Mary's College, she was president of the College of Saint Mary-of-the-Wasatch at Salt Lake City, Utah. She has also taught at Ogden, Utah, and Woodland, Calif., and has lectured before university and literary groups throughout the United States, in Canada, and at Oxford University. In 1938 Manhattan College, New York, awarded her the honorary degree of Doctor of Literature, the first woman to be accorded that distinction by Manhattan College.

Sister Madeleva is a member of the Association of American Colleges, the Confraternity of Christian Doctrine, The English Association, Mediaeval Academy of America, the Modern Language Association of America, National Catholic Educational Association, Poetry Society of London, Poetry Society of America, Catholic Poetry Society of America.

She has published several books of poems and essays, the most recent being *Selected Poems*, published in 1939 by the Macmillan Company.

An enthusiastic medievalist, Sister Madeleva is also a lover of birds, wild flowers, and old books. She is also a good hiker and mountain climber. As president of Saint Mary's she is achieving results in the direction of such educational policies and practices as will develop good, sensible women from the group of college girls committed to her care.



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